

EDUCATING FOR AMERICAN CITIZENSHIP

End papers depict the frieze of the Rotunda of the United States Capitol. Photograph supplied by the office of the Architect of the Capitol. For the story see last page of the Yearbook.



Public Schools, Chicago, Illinois

Educating for American citizenship begins with a sensitive concern for the basic human emotional needs of each individual pupil.

Educating
for American
CITIZENSHIP

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, PART OF
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education for citizenship on which to build an even stronger program. Teachers are sure of one thing—education for citizenship is part of the total life of the school, just as the duties of citizenship are part of the total life of the citizen.

Early in 1952 President Kenneth E. Oberholtzer appointed a commission to prepare a yearbook on educating for American citizenship. It is in this setting of a nation intensely concerned for the best in citizenship education and a teaching profession equally eager to succeed in this service that the Commission has performed its task.

The Yearbook draws on the excellent practices in citizenship education in many American school systems. It conceives of citizenship in broad terms—the citizen who gives true faith and allegiance to the United States of America has civic responsibilities that begin in his own home and extend in ever-widening circles to the human and international problems beyond his own country's borders. To equip the citizen to meet these responsibilities, the school begins with respect for the individual personality and on this foundation must build a foursquare program of knowledge and understanding, attitudes of loyalty, ability to reason, and ability to act nobly for the common welfare.

Chapters prepared by individual members of the Commission and the NEA Research Division have been revised thru successive meetings so that the text speaks for the Commission as a whole.

Help has been received from many sources, for which the Commission records its sincere thanks. Special gratitude is due the individuals whose names are acknowledged in Chapter Fourteen. Worth McClure, executive secretary of the American Association of School Administrators, shared in all discussions and handled the business affairs. Frank W. Hubbard, director of the NEA Research Division, took part in the Commission's first planning meeting and has given continued counsel. Hazel Davis, assistant director of the NEA Research Division, was editorial consultant and coordinator of production. Other staff members in the Washington offices have rendered many services.

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May this Yearbook say to the reader:

FIX in your heart the deep conviction that the welfare of every community of this nation and of the world depends upon a constantly rising level of civic participation by the men and women of the United States of America.

ORGANIZE the school system and each school around the spirit of respecting each human being—child and adult—in the school.

GIVE to every child an enduring body of memories about the personalities, the ideals, the achievements of the men and women who have built the United States of America. Give him also a knowledge of the environmental, economic, social, and political influences that have governed human relationships and continue to do so.

RECOGNIZE that every citizen needs a strong emotional devotion to the ideals we cherish as a nation; strive to develop his loyalty through vital teaching, thoughtful use of symbolism, and the evoking of spiritual values.

GIVE every child practice in dealing with conflict of opinion. Confront him with thorny questions and give him guidance in reasoning with others on the issues that arise when honest people have differing opinions.

PLACE the learner, from his first school year to his last, in situations where he may act as a good citizen. Thus he can learn to take responsibility and to work with others for the general good.

UNDERSTAND that the ideals of freedom and justice that we call democracy are opposed by communism and fascism. Let no child or youth leave school when is ignorant of the aims and methods of tyranny; give him informed access to its literature; arm him against its propaganda.

WORK with all the community, recognizing that the growth of a little child into a useful adult citizen is a process that calls for the help of many persons, the wise expenditure of a great deal of money, and the application of skilled professional services.

SEE a vision of a future community, nation, and world, better than any we have ever known, to be attained through the devoted consecration of each citizen to the basic ideals and values of American life.

PART I



The Urgency and the Aims

Education for American citizenship today and for years ahead needs to be geared into dynamic national and world movements. World tensions have yet to be resolved. Epochal changes in economic life, in the growth and movement of populations, and in government are going forward; they hold much of promise for human welfare.

Amid world-shaking changes, the guiding ideals that six generations of Americans have venerated stand unmoved and unaltered—a refuge to which we can all repair. Ideals of citizenship education do not change but the methods for realizing them do change.

The Threat Is Total

IN THIS country education has always been expected to make a substantial contribution to good citizenship. The founders of our republic recognized that under our form of democratic government, where the franchise was to be widely held, education for all citizens was an essential and hence free public schools were an imperative. The need for a people educated in citizenship and the need for free public schools cannot be separated. This country's need for a politically mature citizenry explains, more readily and satisfactorily than anything else, its basic educational policies and its laws and court decisions concerning the establishment and support of public schools. Without a clear recognition by our early leaders of this need for all citizens to understand the superiority of democratic forms of government, to be skilled in its methods, and to adhere to its principles of political morality, one wonders if our public schools would have developed as they have.

Nor have public-school men and women failed to recognize education for citizenship as a fundamental aspect of the programs of elementary, secondary, and higher education. Not only have these schools given a large place to education for citizenship but the teaching profession has always sought by example as well as by precept to build an atmosphere conducive to the practice of good citizenship in all schools. Each professional generation has used the best methods it has known to assure the full discharge of this responsibility. So the public school has taken its place along with the home and the church as one of the three great agencies at society's disposal for the inculcation in children and youth of the duties and responsibilities of democratic citizenship.

This Yearbook, therefore, is not to be regarded as evidence of a belated recognition on the part of the educational profession in general, or of the American Association of School Administrators in particular, of the need for citizenship education. It is instead the feeling of this Commission and, we believe, of our Association and of the entire teaching profession that new conditions in the school, in this country, and in our world make a yearbook devoted

to the problem of citizenship education in the face of the current situation desirable. As this Commission has studied its problem, it has come to the belief that the cumulative effect of changes in the lives of our boys and girls while in and out of school, of social and economic developments within our society, and of the new alignment of world forces in which this country has become involved makes such a Yearbook as this not only desirable but essential.

In an effort to acquaint the reader with the urgency of the situation and to provide a background for the rationale of the book, the first two chapters outline the nature of the new and changing conditions which make a new study of citizenship education so urgent. The third chapter is a statement of faith in some of the enduring values which persist even thru periods of cataclysmic change in our world and which are, therefore, foundation stones upon which to build the solid structure of American civic education with which subsequent chapters deal. This first chapter is concerned with the present world situation and its effect on our attitudes toward citizenship education.

The Nature of the Present World Struggle

Even the most casual observer of current affairs recognizes the magnitude of the world struggles in which this country has become involved. He senses the impending threat to our way of life even tho he knows that living in a world torn by disputes, dissensions, and divisions is not a novel experience for the races of men. Each generation has had to face its own particular assortment of disputes and divisions which to it was a novel experience. Our generation is no exception to the rule. But for Americans especially, the present world competition for power and control overshadows all previous ones. Our geographical isolation combined with our national policy of aloofness have served in the past to insulate us from the rest of the world and to make us less conscious of and less concerned with such controversies.

As an aftermath of World War II we live in a social, economic, and political world almost no part of which escapes new pressures and disturbances which strain or wreck many of its prewar institutions. Old world markets are lost and new ones are being sought. Old dependencies are abandoned and new nations are being born.

The dominance of the white race is attacked and racial equality is being asserted and realized. The right of a few to a monopoly of land is challenged and a redistribution of it is in process, except where the state takes all. The necessity of grinding poverty is denied and higher standards of living are being demanded. All these are but symptoms of the world upheavals which we as a nation experience and with which we as a nation have to deal. Unrest in the whole world comes closer home to the average American than ever before.

Now more than ever, we are caught up in these hurricanes of world conflict and as a result our nation is more concerned, worried, and fearful of the results than any other generation of Americans has been. Our greater concern with present dissension arises not alone because it is our generation's part in a continuing world conflict, nor because our nation is a central figure in it, but also because this struggle is different from those which have occupied the attention of previous generations in our modern western world.

Heretofore, the battle for world position, influence, and leadership among the nations of the western world has been between two or more nations with similar cultural backgrounds. In recent centuries our world has lived under the predominant influence of Spain, France, Great Britain, or some group of related powers, and the course of events has been changed to some degree by the nation or group of nations in control. But all of these changes in the course of events were consistent in principle with basic codes and values subscribed to by the various controlling powers. International struggles in the modern world before World War II were not over the values and standards by which men live. Rather were they concerned with the relative importance of a particular nation or group of nations in the existent order.

In World War II Nazi Germany and Fascist Italy unsuccessfully challenged these values and standards. It has remained for the Russian dictatorship since World War II to renew its challenge and to make the complete break from them. The imperialistic power of the Russian communistic dictatorship admittedly drives directly at our moral and spiritual ideals, our democratic political concepts, and the religious and ethical standards to which we adhere. These facts make the present world struggle between this dictatorship and the free world in which we play a leading role the most critical with which the modern world has been faced.

Total Destruction Threatens Our Way of Life

This conflict is not one to determine the relative position of nations in the power pattern of world politics. It is, instead, a contest to determine whether the free world's ideals and standards shall perish or survive. It is a contest to determine whether the world as we have known it shall continue to exist at all or whether a totally different system of world thought and life shall supersede it.

And so the question is not only one of the survival or destruction of the world as we have known it, but of the character of a new world that may come into being. Vast numbers of the world's people are illiterate and hence are helpless in a modern civilization. The nations in which they live are striving toward independence under a driving force of nationalism which makes the education and the welfare of the masses a basic aim. The outcome of the world struggle will help to determine whether the citizens of the new nations will emerge from ignorance into a world of individual responsibility, freedom, and justice or whether they will be engulfed by tyranny.

Geographically, the Threat Is Worldwide

The threat is total—geographical, political, moral. Geographically the designs of the Russian dictators encompass the whole world. Any effort to stop them short of world domination they call "containment" or "aggression." They have been taught that our kind of life cannot continue to exist along with theirs. They accept "co-existence" as a temporary necessity. Witness the sinister policy statement of Lenin before the Eighth Congress of the Communist Party of the Soviet Union:

We are living not merely in a state but in a system of states, and the existence of the Soviet Republic side by side with imperialist states for a long time is unthinkable. One or the other must triumph in the end. And before that end comes, a series of frightful clashes between the Soviet Republic and the bourgeois states will be inevitable. (7.19)¹

Listen while Stalin, lecturing on "Leninism," quotes Lenin further on the grand-scale international treachery that this struggle for world domination must embrace:

¹ See references at end of the chapter. The first number in parentheses identifies a publication by its number in the list of references, the number following the colon refers to specific pages within the publication.

To wage a war for the overthrow of the international bourgeoisie, a war which is a hundred times more difficult, more prolonged, more complicated, than the most bloodthirsty of wars between states, while renouncing beforehand the use of maneuvering, of playing off (though for a time only) the interests of one foe against the other, of entering upon agreements and effecting compromises (even though these may be of an unstable and temporary character)—would not such renunciation be the height of folly? We might as well, when climbing a dangerous and hitherto unexplored mountain, refuse in advance to make the ascent in zigzag, or to turn back for a while, to give up the chosen direction in order to test another which may prove to be easier to negotiate. (7:6)

The spokesmen for communism have subverted the language of the free world to their own purposes. Therefore we must read their actions as well as their words in order to understand that their current policy at any given moment, while it may be "in zigzag," is always completely consistent with their open imperialistic and strategic declarations of earlier years. A study published by the Committee on Foreign Affairs of the United States House of Representatives includes in a summarizing statement of 10 conclusions the following points:

An examination of all aspects of Soviet and communist policy and tactics leads directly to some simple conclusions.

1. The communists have one goal—world revolution.
2. They assume that the revolution will be violent.
3. They are incapable of accepting the idea that peace can endure from now on, and they expect one more catastrophic war. (7:4)

Supporting evidence for these and related conclusions is given, so far as it can be given in the words of communists, in a 238-page supplement entitled "One Hundred Years of Communism, 1848-1948" (7: Supplement I).

A similar study by the U. S. Department of State includes the following observation:

The men of the Soviet Union are attempting to acquire, bit by bit, the control of world power. Their aim is to build up a real and potential military strength greater than any force that could be brought against them. According to their announced intentions, they would then use that strength to establish a political and economic dictatorship throughout the world. (6:3)

The communist leaders expect eventually, by infiltration, revolution, aggressive war, or a combination of these to blot out of the whole world all other systems of thought and all other ways of organizing group life. On the basis of their own admissions and claims, the threat is worldwide.

The Political Threat to Freedom

Politically, the Russian dictatorship's basic philosophy is a complete denial and rejection of that upon which western political democracy is based. They flatly repudiate it and follow a contrary philosophy. Freedom of the press, freedom of thought, freedom of worship, freedom of enterprise—all our basic freedoms—are denied. In Soviet states, the party leadership selects newspaper workers and "the newspapers must be directed daily" (6:23). The schools are not permitted "to indulge in the slightest deviation from the principles of the communist materialistic upbringing of the new generation" (6:24). A Russian worker can be transferred from one job to another at the government's bidding and cannot quit his job without permission (6:27). Any deviation from the labor regulations may lead to imprisonment or committal to a labor colony. Thousands of prisoners from other countries work in these colonies as slave laborers. A citizen may not travel from one community to another without a passport. Upon arriving in a community he must register at police headquarters within 24 hours (6:30). Such assaults as these upon the freedom of the individual show that the communist dictators do not merely threaten us with a *curtailment* of political liberty. They aim to destroy it.

The Threat to Moral and Spiritual Values

The Russian dictators undertake to go even further. They propose to strike down not only the political instrumentalities by which we have implemented our way of life, but also to uproot the religions and the systems of morals and ethics which validate these instrumentalities. They are not satisfied merely to destroy the political liberty of the individual but they propose to destroy the systems of religious, moral, and ethical thought which lead man to think he has an inalienable right to such liberty. They thus strike at the very foundations upon which our way of life is based.

The pseudo morality which they accept is that which helps them to attain their aims. "From the point of view of communist morality," said Radio Moscow in 1950, "only those acts are moral which contribute to the building up of a new communist society" (6:17).

They thus embrace the plea of all tyrannies that the end will justify the means.

Religion, denounced by Lenin as "the opium of the people," is relentlessly opposed. In spite of periodic attempts to deny this, the following sentences quoted from Soviet pronouncements issued in 1949 and 1950 make their opposition clear:

Religion, whatever garb it may assume, is essentially hostile to communism. . . .

The struggle against the Gospel and Christian legend must be conducted ruthlessly and with all the means at the disposal of communism. . . .

The full disappearance and dying out of religion will occur only when all the social causes which produce it are destroyed, i.e., the exploiting society will be destroyed, and a communist society established. (6:20-21)

Thus the ideals and principles of democracy as we have known them are belittled and denied. The social, economic, and political institutions which we have created to further these principles are challenged and ridiculed. Our moral, spiritual, and ethical values and the religions that have nurtured these values and that have sustained our whole democratic life are denounced. Atheism takes the place of religion. Everything that we have thought of as the good, the beautiful, and the true is disputed, denied, and defiled.

It is evident that this time we are confronted with more than the question of whether the western nations or Russia and her satellites shall exercise control over world affairs of the future. We are engaged in a struggle which is to decide whether a slave world or a free world shall follow. If the struggle is lost, the age-old tyrannies and immoralities return. The threat is total.

America's Part in the Struggle

This is a threat to all men everywhere. Not only has it engulfed the Russian people and those of other nations that by overt aggression or by infiltration the Kremlin has been able to enslave. But immediately it becomes a primary threat to this country. The Russian dictators are realists. They clearly recognize that we represent the backbone of resistance to their plans. Our size, our natural resources, our technological skill, our productive capacity, and our will to resist mark us in their minds as their immediate target for destruction. Their blaring radios and their strident press

make this all too clear as they seek to inflame their enslaved populations. Thru no planning or intent of our own, but rather by the inexorable movement of world events, we suddenly become this prime target because we find ourselves—and the Kremlin sees us—not only building up our strength for this struggle but also playing the leading role in planning, organizing, and heading the movements designed to develop the strength and unify the efforts of all the free nations of the world.

In view of the situation thus created, the keynote of our foreign policy is to help unite the efforts of the diverse, free, and independent nations everywhere into a solid world front while seeking to preserve for them the freedom and independence of thought and action which we cherish for all peoples. At the same time and for the same reasons our internal affairs need to be keyed to an effort to make us ideologically as well as materially the "arsenal of democracy."

As one recent analysis of communism warns, there is a grave danger of under-rating its power to attract intelligent people. Altho much of its propaganda designed to reach the masses is fantastic, there is back of it a closely knit body of assumptions and logically developed ideas, which interpret all history as a class struggle, and all communist activity as the working out of scientific principles that will lead to the emancipation of the working classes from poverty and oppression. Once the assumptions are accepted, the theory seemingly has an appeal something like that of a religion in providing a complete explanation of reality and of man as part of reality, while at the same time giving to life a sense of purpose (4:vi, 6). Not until Americans understand the false assumptions and the false theory that is based upon them can they understand the power of the largest mass movement that has arisen since the spread of Islam. Not until they consciously recognize and build into their own characters the opposing assumptions and theory on which the American government and way of life are based can they assume their full role in world affairs as the advocates of human freedom and dignity for all men.

If the threat from without were not enough to call for strengthening education for American citizenship, conditions within might cause many to hope that higher levels of civic competence and responsibility could be attained thereby. We take our freedoms too

lightly. Citizens often fail to exercise their right to vote when important national and local issues are being decided. In consequence, we sometimes see men re-elected after it is clear that they are the tools of corruption. We see good government organizations thwarted by lack of popular support in their efforts to clean up political messes. Men in appointive offices have used their power arbitrarily to gain selfish advantages. Racketeers have infiltrated business and labor affairs and have exacted their toll from industry, labor, and the general public. Some persons in high office have ruthlessly abused privileges and immunities in the furtherance of personal ambitions.

We are now concerned about all of this, not that such malpractices are new or because they are worsening. We are concerned because in spite of improved means of communication which make all citizens cognizant of these conditions, the public appears often to be so little concerned about such low standards of public morality. Granted that conditions today are better than in the days of "Boss" Tweed, thinking citizens still cannot feel satisfied with the current sensitivity of the public's political, civic, economic, and social conscience. And so schools are turning to take another look at citizenship education programs, hoping by improving them to sensitize children, youth, and adults to serious internal as well as external threats.

It seems necessary for us to develop to the full all that we have of economic, technological, and political strength and of moral strength as well if all these threats to our country and to the free world are to be met successfully. This must be the single overarching policy which unifies what we do in both foreign and domestic affairs. And yet under our social and political philosophy our government cannot pursue such a policy effectively except with the wholehearted support of our people. Wherever there is freedom of the mind and spirit, wherever "government derives its just powers from the consent of the governed," government must have at its disposal the moral strength, wisdom, and vitality which flows to it out of the free will of its people. As a nation, we may be most richly endowed with natural resources; we may possess technological "know-how" beyond that of any other nation; our potential productive capacity may be unexcelled; we may have the most efficient economic system known to man—yet, without the wholehearted support of a united people, freely given because they understand the

need therefor, our government cannot effectively mobilize our strength for any purpose. The one basic essential is the enthusiastic and energetic support of the American people. This support must grow from a fuller understanding of the danger, a clearer recognition of the issues involved, a more eager appreciation of the "blessings of liberty" that Americans are privileged to enjoy, and a deeper commitment to the moral and ethical ideals that have guided our history.

Alert, Informed Citizens Needed

We believe that high among the requisites for achieving the informed, energetic, and dedicated citizenry necessary in the present struggle is an expanded and improved program of citizenship education. This program must be so broadly and soundly conceived that all our children, youth, and adults become more competent to carry the responsibilities that the present crisis imposes upon us all. Such a program calls for the development of a clear understanding of the nature and meaning of this particular world conflict and of the implied threat to us and the rest of the free world. It is easy for citizens generally to assume that we are faced merely with another instance of rivalry between leading world powers. History is full of such situations. The national pride of any American would lead him to hope that this country would win, and yet he might conclude that after all, the world would go on in much the same way regardless of whose leadership prevails. The thesis of this chapter is a warning that such a conclusion is false. Altho forewarned by the Kremlin that neither their methods nor their goals have anything in common with freedom, this is not clearly recognized by all our citizens nor by all other free men of the world.

A modern program of democratic citizenship education will stress the difference between communist goals and methods and those of the free world as no previous program found it necessary to do. The currently needed program of civic education will also build deep commitments to the ideals which underlie our social, political, and moral life. In a narrow sense citizenship may be regarded as concerned with the rights and obligations of a citizen under and to his government. But democratic education for citizenship in our republic must include more than this because democratic government itself springs from certain moral and ethical convictions which affect

not only the political but also the social and economic aspects of life. A program for educating American citizens must be broadly enough based to include indoctrination in the ideals and the ethical and moral principles which give direction, meaning, and purpose to all of American life.

If youth are to understand and accept these moral and ethical ideals as their own and if they are to be able to think and act intelligently on current civic issues, it is necessary that they build up a background of related knowledge during their years in the elementary and secondary school. As far as is possible for each pupil, the events of history, the conditions of geography, and the principles of government, sociology, economics, and other related fields of knowledge that explain the present, that help him to see it in perspective, and that equip him to make sound decisions must become part of the intellectual resources which he carries with him from the school.

A well-planned program of citizenship education will also seek to create a higher general level of ability to use the skills and technics of American citizenship. Deep understanding and loyalty are basic, and to these need to be added the ability to work with groups in ways that are in line with democratic principles. In his growing experience with democracy, man has developed appropriate ways of working together which citizens generally need to know how to use well. They need to recognize more clearly how valuable and useful these ways of working are by having attention called to them as tools to be used and by actual practice and experience with them. Among these essential skills and technics is increased skill in learning how to make up one's mind on public questions, referred to here as "problem solving." Skill in problem solving needs to be gained while in school thru abundant opportunity to practice solving problems appropriate to each level of maturity. How to seek and find reliable evidence on which to base decisions is a practice essential to individual and group living. The schools should afford much practice in this not only in matters requiring personal decisions but also in situations where students work with groups of their fellow students in solving mutual problems and in putting solutions into effect.

And finally, on the bases of a sound understanding of the present world situation, of a belief in the underlying moral and ethical principles, and of command of democratic technics, this broadened program of citizenship education should build in the hearts of

young and old alike so firm a conviction in both the ends and means of democracy that no other way of organizing group life can have any appeal whatever. Some of our citizens have the idea that if one wants to get things done efficiently and cheaply he must not be too democratic. Actually, either there is something wrong with a goal which cannot be reached democratically, or else there is something wrong with those who are attempting thus to reach it. As long as we have citizens who believe that autocracy has any superiority whatsoever over democracy as a way of formulating goals or of reaching them, we have need for civic education that implants belief and conviction in the rightness and effectiveness of the democratic process. Education for citizenship should provide many opportunities for children and youth actually to practice and acquire ability to work effectively in many cooperative undertakings in service to the school and community.

The Yearbook Commission upholds a broad concept of what constitutes a good program of citizenship education in the public schools. It recognizes that from the point of view of the political scientist citizenship education may be regarded as including only the education which deals with the individual citizen's relations with his government. Legal citizenship grows out of this individual-state relationship and in this sense education for citizenship can be regarded as concerned only with this relationship. Without denying the technical validity of such a concept, this Commission asserts that a broader concept would be more realistic when we are dealing with public-school education in citizenship. The general public to whom the schools are responsible thinks of citizenship education in broader terms and includes also education that contributes to the development of ability and willingness to carry on at a high level all the mutually helpful social relationships with others which democracy assumes should be characteristic of human life and living. These relationships are carried out in the face-to-face groups in the home, school, and community and also in larger, more impersonal groups on the state, national, and world level. The public also thinks of citizenship education as aimed at increasing a person's ability and willingness to make use of and to manage our natural resources wisely. Thus in the public mind, citizenship education encompasses education that will help in the solution of these civic, social, and economic problems that are so often interwoven in life.

Knowledge and understanding of the facts underlying these problems of citizenship, attitudes of loyalty to American ideals, skills in thinking and problem solving, and practiced ability in working with others for the general welfare—all these are needed to face these urgent problems of American citizenship. In elementary and secondary education a concept broad enough to encompass these four components is the only practical one to adopt and it is the concept which this Commission has adopted for use in this Yearbook.

American schools today are more concerned with citizenship education than ever before in our history. During the last quarter century the world situation has accented the need for our making a more positive use of education in the development of good citizens. This current world struggle makes the need imperative, and this Yearbook is but another indication that school men recognize that positive dynamic programs of citizenship education must be a central feature of modern education.

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Today's Imperative

THE conditions under which the individual citizen today makes a living and builds a life are in constant flux. Public policy at home and abroad has to be adjusted to social forces that are often novel, baffling, and at times even sinister. Crowded into the lives of our generation are problems whose solution will affect the fate of mankind into the far future. Our civilization requires of the individual citizen and of those in places of leadership alike a broad understanding of the moving forces of our time, a capacity for clear analysis of social situations, the ability to employ the social skills essential for communication and cooperation, and a willingness to act and to assume responsibility.

The New Meaning and Urgency of Citizenship Education

The forces that disturb the equilibrium of our world and drive us this way and that in search of solutions for new problems are complex in their nature and in their impact upon society. But complex and interrelated as they are, if they are to be channeled in the direction of a prosperous and peaceful world, they must be comprehended. They must be comprehended as they affect the lives of men in their daily face-to-face relations and as they affect the whole pattern of social arrangements and institutions—local and state, national and international.

The social crisis of our time has vested citizenship education with a new meaning and a new urgency. The traditional virtues with which we have clothed the good citizen are still important but they are not enough. An individual may be physically, culturally, and vocationally competent; he may be sober, virtuous, honest, hardworking, and just in his dealing with others; he may be sympathetic and cooperative in all the aspects of family living; he may have acquired great skill in the process of cooperative action and may have assumed leadership in the varied affairs of his community; he may be living what his neighbors and friends regard as the "good life"—he may have attained all these ends and yet he may fall far

short of being a good citizen. This is true because with each passing day the community of primary, face-to-face relationships yields to the larger society of state, nation, and world as the theater in which the citizen must engage in decision making and policy formation. And more and more the life of each of us, whether we live in a great city or in some remote hamlet, is profoundly affected by policy decisions made at the societal level—a level at which state, national, and international problems must be comprehended and solved.

Our economy is such that unwise policies adopted at this societal level can plunge it into a depression or into a runaway inflation. Decisions at this level may spell economic prosperity for a whole region and economic decline for another; may result in directing the flow of a large part of the national income to one group of citizens at the expense of another; may cause the ladders of educational opportunity to rise high at the doors of some children and youth, and scarcely rise at all at the doors of others; may ultimately bring peace to a troubled world or plunge it into war. All this is not to disparage personal virtues and effective local community organization and living; it is but to recognize that the most unrealistic education we can give our youth is preparation for a local existence only. Any effective program of citizenship education must come to grips with the fact that decision making at the societal level is becoming increasingly important and that decisions made at this level must be carried into operation thru the instrumentality of our major *social institutions*.

It is an assumption of a democratic society that the citizen will be informed—as well as he can be—with respect to the matters committed to his decision, not only in the local community but in the larger community of nation and world; that his interests will embrace the whole society of which he is a part; that he will be enough concerned with the public weal to participate in the making of public policy; and that he will meet his responsibility thru the republican process, by choosing persons as his representatives to policy-forming posts who are intelligently devoted to the public interest. To meet the new obligation which American citizenship now imposes requires that youth and their elders as well gain an understanding of the moving forces of our time and of the workings of our political, economic, and social institutions; and that they gain such an understanding of the world they live in that they will

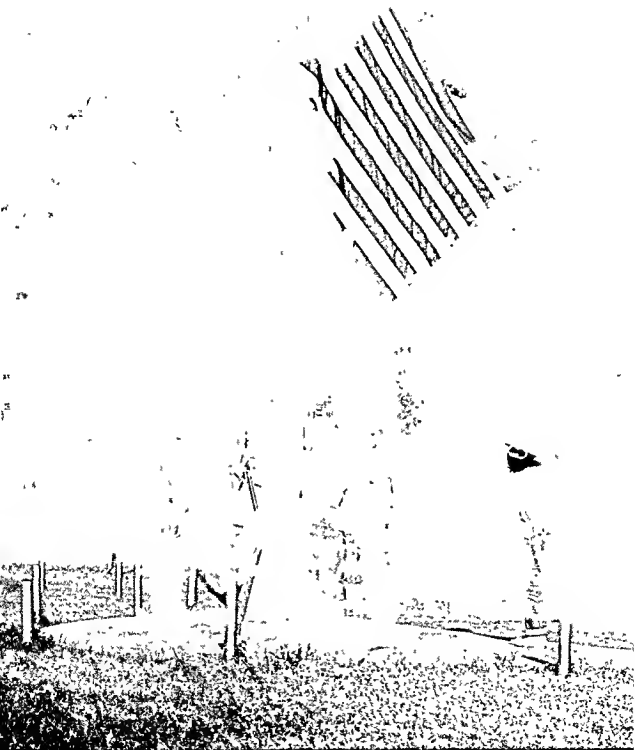
not be lost in it, or be so baffled that they seek to escape from it. Herein lies today's imperative.

At times our world may present itself to us as chaotic and confused, cut loose from its old moorings without compass or goal. And yet beneath the surface of events one may detect certain ordered patterns of change. These movements are so vast in their scope and so fateful in their consequences that we may properly regard them as revolutionary. They may be designated as (a) technological revolution, (b) demographic revolution, and (c) democratic revolution. These movements do not, of course, cover all the major social changes of our time, but an analysis of them will serve to illustrate the problems of public and social policy with which our citizens must come to grips both in primary, face-to-face relationships and in the larger area of national and international affairs.

Technological Revolution

Technology is one of the dynamic forces of our time. Science, translated into invention and technology, has always been a great disturber of the ways of men. And we today are in the midst, or perhaps only the initial stages, of a vast technological revolution. It is changing the very foundations of society. Technological advance has transformed the pattern of life of the individual; it has been even more revolutionary in its impact on social institutions.

We are not here interested in technological revolution but we are interested in seeing how it has so changed our world as to force a new conception of citizenship education. Technological revolution has significantly modified the functions of the American family, erased old community boundaries and forced the establishment of new boundaries and the uncovering of new leadership, rendered obsolete much of the existing structure of local government, forced a change in tax policies, modified the whole pattern of leisure time and recreation, changed profoundly the pattern of the worker's life with respect both to skills and to occupations, brought profound changes in the structure and operation of the national economy, raised questions of grave import with respect to the relations of the government to the national economy, and destroyed the historic foundations of international policy. Technology has ushered in a new age—an age in which we shall have to give more conscious,



Photograph by Roberta Bushnell, Public Schools, Des Moines

Direct teaching of the love of country thru the constructive use of symbolism and the appeal to lofty emotions of sacrifice and devotion has long been recognized and widely practiced in the schools.

deliberate direction to human affairs. This need to apply trained intelligence to the problems of human living is the central meaning of our time. It is central, too, in citizenship education.

Impact on Primary Face-to-Face Relationships

Only a generation or two ago the problems of adjustment in the individual's world of primary face-to-face relationships were comparatively simple. But as technological revolution moved us swiftly into a complex, competitive, urban civilization the problems of individual adjustment increased. Many new industries and occupations have emerged; the worker must bring new skills to his job; skills once marketable may suddenly lose their value in the market place; shorter hours of work invest leisure with a new meaning and new problems; a more diversified group of workers surrounds each employed person; a new social context may require the acquisition of new social skills; the family loses many of its historic responsibilities and at the same time gives interpersonal relations in the home a new significance; and the community takes on new dimensions both geographically and functionally. The citizen needs to adjust himself to these new conditions on the job, in the home, and in the community and to cooperate intelligently with others in shaping and implementing policies that will determine what these conditions shall be. To do these things the citizen today must be equipped with economic literacy, with a knowledge of the private organizations and the instruments of government thru which policies may be carried into effect; with social skills for group cooperation; and with a knowledge of his rights and obligations in a society of ordered freedom and responsibility. Thru education for citizenship, these needs may be met.

We need to look somewhat more closely at the changes technology has wrought, directly or indirectly, in the citizen's world of primary face-to-face relationships in order to see more clearly how he is increasingly involved in decision making of major import in this area of his life.

Occupations—The individual today is confronted with a rapidly shifting occupational pattern. Within the span of a few years old occupations decline or disappear and new ones rise to take their place. Division of labor creates new jobs where only one existed

before, while science and invention give rise to new industries, each opening the door to a hundred new types of jobs. The basic industries of agriculture and mining have been declining in relative importance. We have shifted from an economy which was organized primarily around the exploitation of natural resources to one in which the emphasis is placed upon mechanical, managerial, professional, and service functions.

As science and technology have released a large fraction of the labor force of the nation from physical production and made it available for other work, many new semiprofessions and professions have emerged. In agriculture, in industry, in engineering, in business administration, in industrial relations and labor organizations, in public administration, in library service, in education, in research—in all these and other areas the doors are being opened to vast new occupational opportunities. As youth turn from school and college today, they face the choice of many thousand different occupations, but they also face shifts of employment. During their lifetime they will surely see job opportunities rapidly expand in some areas and sharply contract in others.

The constant redistribution of workers among occupations has come to be a characteristic feature of our economy. On the surface it might appear to create purely personal problems which individuals should solve for themselves. But when we consider that a large number of farm youth each decade have to shift to other occupations and that mature workers are often separated from their jobs because of technological advance or a change in the market it is clear that here is matter vested with a public interest and one that involves policy decisions of a high order.

Technical skills—Fundamental changes are taking place, too, in the technical skills required for individual adjustment and for the efficient operation of our economy. In many industries mass production methods have all but liquidated the skilled craftsman; he has been forced to surrender his intelligence to the engineer and his skill to the machine. The general trend in manufacturing as a whole is in the direction of an increase of semiskilled workers at the expense of both the unskilled and the highly skilled. Most machine operators perform relatively simple tasks for which they can be trained in a few days or weeks.

It must not be supposed, however, that the advent of the machine has reduced the quality or the quantity of the skills a highly technical civilization requires. In some segments of the economy skills are reduced and simplified; in others they become far more complex. Technological advance creates many semiskilled jobs; it also creates the need for a large number of skilled, semiprofessional, and professional workers. Professional, managerial, and clerical workers have been increasing much faster than the gainfully employed as a whole. Obviously, technological advance has multiplied vastly the competencies and skills our society demands. It is enormously important for the individual and for society that the right persons with requisite training find their way to the jobs to be done.

Social skills—No aspect of the technological revolution has been more significant than the need which has been created for new social skills. The problem of interpersonal and intergroup cooperation has become both important and difficult. The typical American community was once a semi-isolated village or town surrounded by farms; life activities centered in the primary social group where men knew and understood one another. In home, in field, in church, in village shop, and in community meetings children and youth acquired many social skills for effective group living. Then rather suddenly the world of primary groups began to give way to the mass society. With the partial or total breakdown of established social contexts of family, church, community, and known groups of fellow workers, more and more individuals found themselves isolated and adrift and lacking in needed social skills. Interpersonal and intergroup communication and cooperation became more difficult, the incidence of emotional disturbance became greater, and conflicts in our society became intensified.

The day of the successful "lone ranger" is over except in folklore. Life today requires teamwork, the orchestration of the greatest variety of talents and interests. The individual has found it more and more necessary to identify himself with some group or association in order to achieve his economic objectives, to influence social and public policy, or to enrich his social and cultural life.

Our society has adopted policies that have been relatively successful in meeting the demand for new technical skills; it has been scarcely aware of the problem of developing the required social

skills. The consequences of this neglect can be seen in the high incidence of personal frustration and in the intergroup conflicts that work against the unity of our national life. To develop the skills that will enable individuals to adjust satisfactorily to the complex social relationships of their daily lives and that will bring about better communication and cooperation among competing interest groups is one of the major problems of our time.

Use of leisure—The advent of the machine has created more leisure and given it a new meaning. The performance of highly repetitive machine operations requires only part of one's mental or physical power and dulls one's sense of creativeness. Nor is this tendency to fractionalize experience confined to factory workers: specialization is characteristic of most occupations. Under such conditions leisure must be conceived of as something more than cessation from work; it should comprise a program of activities designed to restore the unity of personality which specialization has tended to destroy. Such a program would provide for intellectual stimulation, for physical activities, for emotional expression, for ways of satisfying creative impulses. New mediums of communication, rightly used, can become a powerful agency in making leisure serve both individual and social needs. They have in them, too, the possibility of disservice. Certainly the new significance of leisure in our individual lives and in our society raises problems of policy of the first magnitude.

The Impact of Technology on Social Institutions

Technological revolution has transformed the world of primary, face-to-face relations in which men live and has forced the constant reshaping of policies governing these relationships. Its impact on social institutions and on policy at the societal level (state, nation, world) has been even more significant. This effect on social institutions may be observed at a number of stages or levels.

In the first stage, the processes and products of technology—division of labor, assembly lines, tin cans, elevators, telephones, automobiles, airplanes, atom bombs, television—are accepted and put to use. There is little regard for the ways in which they will affect the family, the community, the school, the system of local government, the structure and operation of the economy, the functions of government, or international relations.

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stitutional arrangement one examines, whether the family, the local community, the church, the school, the economy, or government, one finds that technological advance has created the need for new insights and understandings and for reorientation and adjustment. In other parts of the world old imperial systems have crumbled and new political forms are rising. So-called backward countries are striving to reorganize their economic systems and to reorient them in the world economy.

Clearly, technological revolution is bringing a new kind of world into being. Seeking to give it direction and form are two competing ideologies—that of communism and that of the free world. Whether the society that will emerge will be a society of enslaved or free men depends upon the wisdom with which Americans exercise the leadership which has been thrust upon them. And wise leadership in a republic must be rooted in the capacity and willingness of its citizens to look for better ideas and to translate them into institutional arrangements. Already the free world is making progress in this direction. It is employing a new social invention, the United Nations, as an instrument for seeking peace and international order. We in America have abandoned our insular outlook for the world view; we are seeking to understand other peoples—their sentiments, their needs, their institutions—and we are seeking to build programs of international cooperation on a broad front. To carry on as we have begun and to win the struggle for a free world will require of American citizens not only a deep loyalty to democratic values but a far better understanding of our own political, economic, and social problems as well as those of other people. To bring about this understanding is an inescapable responsibility of any program of citizenship education.

Demographic Revolution

During the past half-century the triumphs of science and invention; the development of new industries, giant corporations, and huge labor unions; the swift movement from a rural to an industrial civilization—all these created a vast drama that compelled attention. At the same time another revolutionary change was taking place. For the first time in history mankind was employing highly effective means of limiting its numbers. Thruout Western Europe and America

The second stage occurs when technology's gadgets and machines so change the social context in which men live that established institutional arrangements begin to function poorly or even dangerously. The family is stripped of many historic functions and has to redesign the pattern of its life. The school is called upon to meet responsibilities once met by the home, church, and community. The local community is disrupted and has to be reformed to embrace a larger territory; in the process old leadership is lost and new leadership must be uncovered. Sometimes the whole structure of local government—school districts, townships, counties—becomes antiquated and needs to be made over. New forms of property and new patterns of income distribution lead to a revision of tax systems and policies. A simple rural economy gives place to a highly complex and delicate economic mechanism which requires great insight and skill in its direction. In industry, labor, and agriculture, policy decisions at the societal level profoundly affect the lives of all citizens and determine the health and efficiency of the economy as a whole. The functions of state and national governments expand to the point where they seem to operate in nearly every aspect of life. And finally technology forces fundamental changes in international relations. New means of communication and travel and new weapons of war act as a solvent of cultures; they bring nations and civilizations that were hitherto more or less separate into one orbit; they bring about a new world in which men can live in peace and prosperity or can destroy civilization itself.

The third aspect of technological revolution occurs when science and invention have so changed a culture that established institutions begin to weaken. Old institutions must be modified or new ones invented if men are not to be crushed by the forces unleashed by physical technology. Men must now cultivate the spirit of social inventiveness and orderly adaptation if they are to find satisfactory solutions for the problems that confront them.

Our world today is in this third stage. Technology has disturbed the whole system of relations under which men have lived. Man's control over nature and his physical environment has raced so far ahead of control over himself and his social institutions that the very foundations of modern civilization are threatened. Everywhere in the world men are striving to adjust their ordered pattern of social institutions to new conditions. For our own country, whatever in-

1800 to 72.3 in 1940 (10:263. 18:62). In 1940, the urban population in the United States was having only three-fourths enough children for family replacement and for the nation as a whole the rate of reproduction was somewhat below that necessary to replace the parent stock (18:43). The prospect was that before the year 2000 we would reach a maximum population and enter a period of stability or decline.

The easing of the depression in the late 1930's, the coming of war, and the postwar prosperity brought a sharp reversal in the long-time decline in rate of reproduction. Youth began to marry at an earlier age and in 1946 the marriage rate reached the highest point in our history (5:57). In 1947, the birth rate (based on estimated total births) was higher than for any year since 1921. The number of births rose from an average slightly less than $2\frac{1}{2}$ million a year in the 1930's to more than $3\frac{1}{2}$ million a year in the late 1940's and early 1950's (19:159. Also 6).

To what extent the recent increase in births represents a reversal of a long-time decline in rate of reproduction or merely a short-time fluctuation around that trend is at present difficult to say. It may be that the size of the completed family is becoming larger or it may be that much of the increase of births in recent years can be accounted for by babies postponed during the depression or borrowed from the future thru early marriages and an abnormally high marriage rate. It seems unlikely that we shall return to the large family pattern or experience a rate of population growth comparable with that which characterized our early history. However that may be, the sudden recent increase in the total population, and especially in the number of children and youth, is creating economic, social, and educational problems of large proportions.

The Changing Age Composition of the Population

The declining birth rate produced fundamental changes in the age composition of the American people. Since the taking of the first census in 1790 until 1930, children and youth under 20 years of age had been a declining element of the population and during the 1930's they began to decrease in absolute numbers as well. From 1930 to 1940 the number of children and youth under 20 declined more than 2 million (11:103). Fortunately, the number in the major economically productive age group 20 thru 44 has remained rela-

the small family system was being adopted by certain elements in the population, and as the practice of family limitation spread, it became obvious that a demographic revolution of vast importance was under way.

The sudden falling off of the rate of population growth in some countries; change in the age structure of the population; national, regional, community, and social-class differentials in reproduction; unequal pressure of the population on resources and the consequent movement of people in search of opportunity—these and other aspects of population change gave rise to problems of central importance in the life of nations. In our own country population change was sure to affect any program for the effective operation of the economy, full employment, the occupational adjustment of both young and older workers, the reorientation of agriculture, the establishment of economic balance between regions, the improvement of family life, better health and housing, or equal educational opportunity for youth. In short, population problems have become an integral part of the total structure of public and social policy. The effective American must understand to some degree and be prepared to deal with such problems at every level of decision-making, whether in the family, community, state, region, nation, or world.

The Changing Rate of Population Growth

For three centuries the rate of population growth in this country was great. From 1790 to 1860 the population of the United States doubled itself three times and doubled again by 1890 (18:12-13)¹ *During the 19th century our population increased more than 14-fold.* Nearly all aspects of our life as a people were geared to rapidly expanding numbers. This rapid growth (due in part to immigration) tended to mask the fact that industrial civilization was bringing with it a marked decline in human reproduction. The small family pattern which appeared in Southern New England more than a hundred years ago spread to urban communities elsewhere and came to be adopted to a greater or less degree by nearly every element in the population. The annual number of births per 1000 white women in the child-bearing age, 15 to 44, declined from an estimated 278 in

¹ See references at end of the chapter. The first number in the parentheses identifies a publication by its number in the list of references; the number following the colon refers to specific pages within the publication.

The differences in reproduction have been significant factors in creating problems of public policy of the first magnitude. They have contributed to the regional imbalance in economic well-being that has long characterized our country. By creating an intense pressure of population on the resource structure of many farming areas they have made difficult the whole problem of giving agriculture a new orientation in American life. They have been largely responsible for the high rate of internal migration that has characterized our people. They have created vast community, state, and regional imbalances in the burden of caring for and educating the on-coming generation. For many they have spelled inferior educational opportunities, they have contributed to the spread of an inferior cultural heritage, and they have tended to cancel out the gains that have accrued from the entire educational enterprise.

Fortunately, during the past decade differences in reproduction have been ironed out to some degree. In general, birth rates have increased most in those geographical areas and among those social classes in which it had been the lowest. Even so, differentials are still significant. In 1950, the number of children under five years of age per 1000 women 15 to 49 ranged from 353 in the Middle Atlantic states to 478 in the East South Central states and 499 in the Mountain states (9:1-2). Among the individual states, the range in the number of children per 1000 women was from 340 in New York to 526 in North Dakota and Mississippi, 554 in Utah, and 561 in New Mexico. A county-by-county analysis would, of course, reveal more striking differences.

During the seven years from 1940 to 1947 the percent of increase in the birth rate was highest among those of more advanced educational attainment. Even so, in 1947 the number of children under five years of age per 1000 women 15 to 49 ranged from 477 for women with five and six years of education to 271 for women with four years of college education (12:6).

It should be pointed out that the significance of regional differences in reproduction has been changed by the rapid economic development of the Southern states during the past two decades. The South has long had a high birth rate. It has been supplying the population reserves of the nation far in excess of its percent of the total population, and it has been characterized by a comparatively weak economic structure. But during the past 20 years, the South has

tively constant as a population element. Of major importance has been and will be the marked increase in the number of older persons, both relatively and absolutely. The population in the age group 45 thru 64 increased from 9.9 percent in 1850 to 20.4 percent in 1950 (14:27-28. 17:1). More spectacular still has been the increase of persons of 65 years and above. In 1850 this age group constituted only 2.6 percent of the total population; by 1950 it had come to represent no less than 8.1 percent (14:27-28. 17:1). The median age rose from 18.9 years in 1850 to 30.4 years in 1950 (14:27. 18:26).

Regional, Rural-Urban, and Class Differentials in Reproduction

The adoption of the small family system took place at a very unequal rate thruout the United States with the result that there have been striking differences in rates of reproduction in the different regions, in the farm and urban population, and in the different social classes.

A county-by-county comparison of the distribution of children under five in relation to women in the main child-bearing age reveals that in 1940 reproduction in many areas was taking place at a rate fully twice as great as in other areas (4:602). These differentials in reproduction took on great significance when compared with a county-by-county index of cultural-economic status. Almost without exception, counties with a low cultural-economic status were counties with high birth rates (4:610). The picture changed somewhat after 1940, as we shall see later, but it is still true that most areas with a weak economic structure and a low level of cultural attainment are areas of high human fertility.

Rural-urban differentials in rate of reproduction were no less striking and no less significant. In 1940, the number of children under five, per 1000 women 20 to 44, was 310 in the urban population and 648 among farmers (4:604). The urban population was failing to have enough children for family replacement, whereas the farm population was showing a rapid rate of growth.

Rate of reproduction has also been strikingly associated with socio-economic status. In general, birth rates have been the lowest among the classes whose members received a relatively high income, enjoyed the advantages of a high-school or college education, or followed occupations affording a high pecuniary or social reward.

High birth rates on farms, the pressure of population on the land, favorable employment opportunity in cities—all these brought about a veritable flight from farms in recent years. For the seven-year period ending in 1947, farm territory sustained a net loss of 3,200,000 in the interchange of population with nonfarm territory (16: No. 14, p. 4).

The flight from the land during the 1940's was so great that in the East and West South Central states the total rural population, despite its high birth rate, sustained a slight loss from 1940 to 1950. In sharp contrast, the urban population in those two areas registered an increase of 40.8 percent (18:29). For the nation as a whole, the rural population gained only 7.9 percent, in comparison with a gain of 19.5 percent in the urban population.

Especially significant is the city-ward movement of the Negro population. Of the nonwhite population born before April 1940, 21.8 percent had moved at least across county lines by April 1947. In migration across *state* lines the percent was 45 percent higher for nonwhites than for whites (16: No. 39, p. 9).

Children and youth, both white and nonwhite, are found in these streams of migration in great numbers. Between 1940 and 1947, 21.7 percent of the nation's children 7 thru 13 years of age and 17.7 percent of those of high-school age were migrants (16: No. 14, p. 15). Of the children in the 7- thru 13-age bracket in April 1947, only 36.6 percent were living in the same house in which they had lived in 1940. In April 1952, 22.0 percent of the children under 14 years were living in a different house from the one occupied a year earlier, and 7.6 percent were in a different county (16:8). Obviously, a vast movement of people from farm to city, across state lines, and from region to region in search of economic and social opportunity has become a characteristic feature of our contemporary life.

Problems of Population Change

The problems of population change are by no means confined to the United States; they are worldwide in their sweep. At the present rate of growth the world's population could double in about 70 years and among some of the more industrially backward peoples the rate of increase is about twice that of the world average (2:1). In many parts of the world an intense pressure of population on the resource structure is creating both domestic and international problems of the

experienced a rate of economic advance far greater than that of any other region. Between 1932 and 1952, per-capita income payments for the total population of the United States in constant (1935-1939) dollars increased from \$389 to \$864, an increase of 122.1 percent (7:13)². For the Southeast the increase in per-capita income payments in terms of constant (1935-1939) dollars was from \$196 to \$591 or 201.5 percent. In the Southwest the increase was from \$243 to \$746 or 207.0 percent. Remarkable as this progress has been, economic differentials have not been erased. In 1952, per-capita income payments in the Southeast were only 68.4 percent of the national average. For the Southwest, the corresponding figure was 86.3 percent.

Social, economic, and political problems growing out of differentials in rates of population growth are less acute than they once were but they still confront the American citizen with policy decisions of very great importance.

The Reshuffling of the Population

The American people have always been on the move toward social and economic opportunity but during the past decade internal migration reached its highest peak. In April 1952, 112 million people were living in houses different from those in which they lived in 1940. Thirty million persons (20.3 percent of the population) moved during the one year prior to April 1952 (16:6).

If a migrant be defined as one who had changed his residence to a *different county* in the same or another state, between 1940 and 1947 the total number of migrants was in excess of 25 million. In this seven-year span, apparently one in every five persons born before April 1, 1940 was a migrant. During 1940-1947, 13.1 million moved to other counties in the same state, 5.0 million moved to some contiguous state, and 7.4 million migrated to a noncontiguous state (16: No. 14, p. 13).

Figures by years for the five years beginning with April 1947 show that the annual rate of migration averaged 6.1 percent. The highest rate was for the year ending April 1951. In that one year nearly 10.5 million persons, or an estimated 7.1 percent of the population one year of age and over, moved across county lines. This number included 3.5 percent that moved across state lines (16:6).

² Conversion to 1935-1939 dollars by NEA Research Division.

duced. With vast government spending, the problem of adequate consumer demand is not pressing. If defense spending and aid to foreign governments are sharply reduced, expanding markets and capital investment will depend, in the main, on a rising level of living—not so much upon more but better customers. Nor would it be easy to create the purchasing power that would have automatically accrued in a population increasing at the rate of 20 to 30 percent each decade. To make up for the loss of purchasing power that would normally accrue from rapid population increase, it appears that a fundamental change would be required in business policy. A conscious effort would have to be made to increase purchasing power—to create better customers—by lowering prices or raising wages or both. In other words, a healthy and expanding economy would come to depend upon the ability of the business community to make the gains of technology mass gains. Here is an area of policy making by business, of importance to the life of the nation.

Aging population—Another related set of problems will be no less hard to meet. The locus of both political and economic power is apparently shifting to the older age group in our society. In 1950, people 50 years of age and over constituted 35 percent of the population of voting age (17:1). This older age group may be expected to bring its influence to bear on both political and economic policies. Certainly the claims of these older persons for economic security, for the protection of health, for housing, and for an opportunity to participate in useful work will have to be balanced against other claims. The outstanding record of American progress has been written to a large extent by a youthful population that was willing to take a risk, that was not afraid of pioneering experimentation and change. With more older persons in legislative halls, on the judicial bench, on school and college administrative boards, on the governing boards of business corporations, we shall have to be on guard against a deterioration of policy decisions. An aging population may become more conservative, more interested in security than in risk, and hostile to new ideas and institutional change at a time when adjustment and adaptation are the price of progress, if not survival itself. These and other problems stemming from an aging population call for imagination, new knowledge, social skill, and no little patience, if they are to be met with equity for all concerned.

gravest import—problems which the American citizen in his own self-interest must take measures in helping to solve.

Effect on economic and social policy—The potential economic and social advances will not accrue of themselves but may be purchased at the price of careful planning and the wise choice of policies. A rapidly growing population such as ours has been during the past—often 30 percent a decade and 14-fold during the 19th century—was highly favorable for occupational success, individual advancement, and social mobility. A rapidly expanding population created new and better jobs, contributed to the spirit of high optimism and rugged individualism, and helped create the “American dream.”

In contrast, the slower rate of population change which many expect in the future would tend to have a restrictive effect on employment opportunity. There would be a tendency to narrow the avenues of occupational advance for younger persons. Youth are always more or less in competition with older workers but when the population is growing rapidly and employment is increasing likewise, this competition is less intense and youth have opportunity to get ahead. When the total population is making less growth, older workers are becoming relatively more numerous. Almost certainly the older workers would take steps to protect their seniority rights against younger employees, and to resist early ages of retirement. The effect of a more slowly growing population and an aging labor force could be a tendency to block social and economic advance for all age groups, especially for the young. They would find it easier to get low-level jobs but more difficult to advance up the occupational ladder. Under such conditions positive policies would need to be adopted to keep alive a spirit of high optimism, to prevent interest in security from supplanting interest in social advancement, to prevent the development of a class-structured society, and to insure opportunity for individual advancement.

Population change is sure to force some fundamental readjustments in American economic policy. During the 19th century and early decades of the 20th, economic expansion depended mainly on two factors: (a) a rapidly increasing population, and (b) a rising standard of living. Each passing decade produced more and better customers. As population increased, the purchasing power so essential for economic expansion was more or less automatically pro-

religious and spiritual leaders of the race, of the countless men and women of whatever time or place who have recognized the supreme worth of individual personality and who have labored to establish forms of political and social organization that would release the full potentiality of self in the life of each individual.

The democratic ideals of liberty, equality, and fraternity are a strange mixture of dreams and hard reality. At times they may seem to be nothing more than far-distant beacon lights leading men on to a brighter and better day that will not dawn. In fact, however, they are the toughest things in man's experience; they know no defeat, they will not be crushed; they survive slavery, torture, and death and with renewed strength assert their primacy in the lives of men.

Worldwide Movements

The crisis of our time grows out of the central fact that we are experiencing a worldwide democratic revolution, that men the world over are trying to reconstruct the whole ordered pattern of their social institutions so as to make them the effective carriers of democratic ideals. However much their means may differ in reaching their goals, however much they are enslaved, the people of the world today are searching for a way of life that recognizes the dignity of individual human beings, that will make the gains of civilization the gains of all, and that will release the potentialities latent in each human personality. This democratic revolution takes on, to be sure, different forms among different people, but everywhere it has as its goals the realization of one or another of the basic ideals in the democratic tradition. Everywhere common men are becoming aware that poverty and disease are no part of a divinely ordered plan of human life, that many of their frustrations are man-made, and that better provision can be made for their essential material needs.

Developments in United States

We in the United States are especially sensitive to the democratic forces that are tearing peoples from their old moorings and sweeping them along toward some yet uncertain kind of new world order. In a sense our whole history has been an experiment in representative

Group and regional differentials—Differentials in reproduction rates and the large volume of internal migration also give rise to fundamental problems of public and social policy. The burden of caring for and educating the oncoming generation is unevenly distributed among communities, states, and regions. And almost without exception, where the burden is the heaviest the economic ability to carry it is the least. In communities where the birth rate is relatively low, where the educational load is light, where the economic structure is the strongest, where the home has most to contribute to the cultural-intellectual development of children, we support education rather liberally and with comparative ease. In communities where the birth rate is high, where the educational load is often staggeringly heavy, where the economic structure is the weakest, where the home has the least to contribute to the physical and cultural growth of children, we support education less well altho at greater local effort. Clearly, here is a situation that calls for a rethinking and a reshaping of our educational policy.

It is not our purpose to catalog all the problems of a changing population but to indicate that they are many and diverse, that they are interrelated with the problems of technological change, that they impinge on nearly every aspect of our economic, social, and political life, and that their solution requires decision making of a high order. We, and the other peoples of the world as well, are experiencing a demographic revolution of great significance. To direct its course in such ways as to release its great potential gains is one of the challenges that lie at the door of intelligent American citizenship.

Democratic Revolution

Democracy is essentially a moral commitment, a system of values lying at the base of a way of life and giving its social institutions their purpose, form, and modes of operation. Democracy thus conceived is nothing new, it came into being with the dawn of conscience among men, it is the story of man's long quest for justice, equity, righteousness, good conscience, and fair dealing within a framework of freedom. It has been the special possession of no group of men, it knows no distinction of race or color or condition, of faith or creed, of economic organization, or of geographical location. Democracy has been and is the product and the goal of the great

unions, in business and farm organizations, in religious and social agencies, in professional associations, in neighborhood and community affairs—in all these the quality of decisions arrived at depends upon the wisdom with which representative leadership is selected. We are living today in a "groupistic" regime, one in which "responsible individuals in responsible groups," as Clark has put it, are of supreme importance (3:118).

Pervasiveness of Democratic Opportunity

Since democracy is a philosophy of life, its value premises must permeate all the activities in which men engage. Economic and social democracy is no less important than political democracy; indeed it is in these areas of our life that our generation has registered its most important gains. As Merriam has aptly said, this present stage in the development of American democracy:

consists in the establishment of institutional and legislative contrivances that remove special privileges or other obstacles to the full development of personality, or that build up positively richer opportunities for free development of the individual with accompanying expansion of liberty. These positive contributions we observe in the field of education, in the field of cultural opportunities, in the field of recreation, in the field of medicine and sanitation, in the field of protection for various age groups, young and old, in the field of economic security. The actions that have been taken have been designed to place under the citizen the educational, cultural, and economic base upon which his liberty may rest securely. (8:79-80)

To build under each individual the broad educational, cultural, and economic base of which Merriam speaks is indeed the supreme task of the free world today. And its success in doing just this will largely determine the outcome of its struggle with communism to win the loyalty of men. And that we in America are making gains there can be no doubt. We are democratizing the terms upon which we meet and mingle and work together. We are taking steps to secure the basic human rights for all regardless of race, religion, or national origin. We are putting into effect programs designed to free common men from insecurity, poverty, and fear, and to make them participants in the cultural accumulations of the past.

The three revolutionary movements of our time—technological, demographic, and democratic—are creating vast new areas of decision making of the gravest import. And the quality of the poli-

democracy. In the form of government and political arrangements we have devised, in the constitutional guarantees of individual freedoms we have established, in the free enterprise economy we have developed, in the protection of the right to form associations and organizations as numerous and varied as men may desire, in the unrestricted exercise of religious sentiments, in the educational systems we have maintained, in the terms in which human association is carried on in home, school, shop, factory, and office—in all these we have attempted to build into institutions the value premises that lie at the base of American democratic traditions.

We have faith in our democratic ideals. We are proud of the way they have worked; we know they have made America great. But we dare not be, nor are we, self-satisfied and complacent. As a people we are aware that the promise of democracy has yet to be fully realized, and that there are still sharp contradictions in American life. We are challenged by the realities of American life and by our position of world leadership to press forward toward a more perfect democracy.

Responsibility for One's Representatives

Wise leadership dedicated to the public interest is essential in the life of any nation; it is especially essential in a republican form of government such as ours. At every level of government we must rely upon chosen representatives to formulate and carry into effect the policies that we as a people desire. It took long centuries of bitter struggle and sacrifice to win this right of popular election of representatives in government. It is a right essential to a free political state. And like every right, it has its counterpart in the obligation of every citizen to exercise his right to vote and to exercise it with his utmost intelligence. In a republic the quality of policy decisions can rise no higher than the quality of the representatives the citizens select. The citizen in a republic must be concerned with public issues; he can be no less concerned with the quality of the representatives he chooses to speak for him in the public assemblies of his city, county, state, or the Congress of the United States of America.

Nor is this responsibility for the choice of representatives confined to those who represent us in public office; in vast areas of private life as well, the citizen must act thru his representatives: in labor

Any great civilization must rest upon the spiritual and intellectual qualities of the individuals who make it up. Any effective program of citizenship education must, therefore, concern itself with individual excellence, with equipping the individual citizen with the attitudes, sensitivities, insights, and social skills essential for membership in the home and in all the varied social groups and organizations that make up modern community life.

The local community is both a part and a counterpart of the larger society: in it all the great social institutions come into direct contact with and determine the quality of individual living. In a democracy, the local community is of prime importance because the well-being of the whole society depends, in large measure, upon the insight with which local communities conceive their problems and the effectiveness with which they meet them. Education for good citizenship will cultivate an understanding of the community as a form of social organization, develop competence in community leadership, and provide ample opportunity for concrete experience in decision making in the varied aspects of community life.

Civic Problems More Complex

Today, however, the larger society of nation and world confronts the citizen with more complicated and even more important problems than those he encounters in his local community. In agriculture, in industry, in labor, in practically every aspect of the operation of the economy, in the relation of government to the economy, in social welfare, in the proper functions of government—in these and other areas of our national life are problems of policy of vast significance. Even more fateful are the problems of international order. Many of the peoples of the world today are in restless movement in search of a way of life that will have in it less poverty and insecurity, less monopoly of opportunity and of possessions. Old colonial systems have crumbled and new political forms are emerging. And in this great crisis of human history our nation has had to assume the role of leadership; we must face the communist world with all the spiritual and material resources we can command at home and abroad. To bring about understanding and cooperation among nations, to help safeguard human freedom, and to help make possible the extension of the benefits of science and technology to the masses of mankind—these are responsibilities the American cannot avoid.

cies we arrive at, the quality of leadership we provide the world in this hour of supreme crisis, will depend upon the understanding which the American citizen has of the problems of our time and upon his ability to apply democratic values to their solution. It is this need of a critical understanding of the problems of our times whether they exist in the local community, in state or nation, or in the large area of world affairs that gives citizenship education new and enlarged obligations and a sense of immediate urgency.

The Imperative of Citizenship Education

It is clear that the old order is changing, that forces worldwide in their sweep are moving us into a new age in which citizens will have to give more deliberate and conscious direction to human affairs. Indeed, the major difference between the age that is closing and the one that is emerging is a difference in concept of the ways and means of human progress. In the not very remote past, life was highly individualistic, decision making was confined, in the main, to face-to-face relationships in home and community, and no great attention was needed to broad and positive programs of civic action. The future presents a far different prospect. The individual citizen will, of course, always be the basic unit of society and the local community will remain the focal point of decision making of vast importance for its members, but the welfare of both individuals and communities is coming to be affected more and more by policy decisions at the societal level.

Broader Field for Civic Action

In the past, we could rely more on the automatic processes of social evolution; in the future we shall have to depend more upon applying trained intelligence to the solution of the problems of human living. It is not possible to order the more distant future according to some present plan, but it is possible for a free people, thru trained intelligence and determination, to build into their civilization the essential elements of their idealism and to realize the way of life they deem good. Herein lies the imperative of an effective program of citizenship education, a program that will prepare youth for intelligent participation in policy decisions in home and community, in state and nation, and in world affairs.

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Bringing Issues to Life

The forces and issues with which this chapter deals reach into the deepest values of human life. But they are usually, and necessarily, stated in abstractions. Technological change, rates of population growth, patterns of migration, reproduction differentials, the evolution of democratic forms of government, democratizing of human relationships—how can these come alive in the thinking of the citizen? How can he learn to meet the problems they create? How can he apply to them the principles that represent our nation's highest ideals?

The machinist, the laundryman, the truck-driver, the secretary, the salesman—the 81 percent of American workers who are not in professional or managerial occupations—each one needs to evaluate and act upon the results of these great revolutionary movements no less than does the chemist, the lawyer, or the bank president.

But how? Many people cannot think about principles or abstract ideas, or do so very reluctantly. They listen to radio or watch television rather than read; and the programs that get the highest ratings are not the ones that deal with the discussion of public issues.

It is the faith and the experience of the teacher, however, that children and youth, and adults, as well, will respond to the challenge of great ideas when thoughtful, patient, and imaginative guidance is provided. Not every individual in every group, perhaps, but an increasing number will respond when the forces of the community and the school system are marshaled to provide the conditions that make learning and response possible.

Such learning calls for depth of character and devotion on the part of the teacher. It calls also for depth and scope in the learning experiences of the child and youth as he progresses thru his years in school. It calls for school and community cooperation in providing a setting and a climate in which growth toward civic maturity can take place.

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CHAPTER THREE

The Ideals We Live By

IDEALS, the system of values by which men live, are of supreme importance in the life of the individual and in the life of the nation. Ideals are practical. Woven into the personality structure of the individual citizen, they give him a map of life, a sense of direction, a standard by which he may judge his inner impulses and his overt behavior. The terms of human association, the worth and dignity and respect men accord one another, the sense of justice they entertain, their willingness to cooperate and sacrifice for the common good—all these are rooted in and grow out of the ideals that lie at the base of a particular way of life. But ideals do more than give the individual a guide to his own personal behavior, they do more than define the terms upon which he will meet and mingle and work with others; they equip the individual citizen with a measure of men and institutions, a measure he can apply to those seeking positions of leadership, to proposals of public policy, to the workings of the whole complex pattern of social arrangements and institutions. For the individual, then, it is his system of values that gives life meaning, that equips him for effective and fruitful living in home and community, that makes it possible for him to share in the work of improving the conditions under which men live in his own society and thruout the world.

Ideals are no less important in the life of a society than they are in the lives of the individuals composing it. A society is possible only because the individuals that form it have a common sense of reality and are bound together by common loyalties. It is this body of core values, this wide community of ideas and ideals that gives a society its basic pattern, that holds it together and prevents it from becoming a mere aggregation of individuals without purpose and without goal. More important still, systems of social relationships attain the status of social institutions only when they are accepted as being in conformity with the essential value premises of society. In other words, social institutions—the family, the community, the church, the state, the economy, the school—are merely the carriers and implementers of the ideals which men entertain.

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The scope of citizenship education is seen to extend in ever-widening circles of responsibility from home and school to nation and world.

All this is but to say that it is the ideals that men live by that determine the quality of their individual lives and of the civilization they achieve. Ideals are the measure of a man and they are the measure of a civilization.

Ideals and Values Basic to American Society

Our American society has been built upon and is maintained by a system of ideals and values. Our way of life and our social institutions are what our ideals have made them. From the time the first colonists came to our shores, the whole course of our history has been in the direction of a more democratic society. Peopled in the main by common folk from other nations and far removed during its early history from the aristocratic traditions of the old world, America has afforded a unique opportunity in democratic living. Democratic ideals have been the source of our free political and religious institutions, of our free enterprise economy, of our system of public education, of the whole pattern of relationships that govern life in the home, at work, and in the community. The American people have achieved a noble conception of democracy and they have infused that conception into their ordered pattern of social institutions and into the mode of their daily living. No one would deny that accomplishment has fallen short of purpose, that overt act and profession of faith are at times far apart. But it can be said to our credit that we have not renounced the faith, that we are not shameless in our violation of it. As a nation we have set our feet along the path that leads to an all-inclusive cultural democracy and we propose to follow the path to the end. Its accomplishments under a democratic philosophy make America what it is; the fuller realization of these ideals is the promise of the future.

Twice in recent years on far-flung battlefields our young men by the millions have faced death, and many have met it, in defense of our ideals and with the faith that somehow we would build a better future world for their younger brothers and sisters and for their children. Today the challenge to the free world for which they have been fighting is greater than ever. Never before has the threat to human dignity and decency been so great. To ward off that threat we shall be forced to use every weapon at our command. In the long sweep of events, a well-educated citizenry will be our

less men and women who thru the ages have stood steadfast in defense of freedom and justice. This heritage is recorded and preserved in great spiritual and legal documents: in the Ten Commandments, in the account of the martyrdom of Socrates, in the Sermon on the Mount, in the Magna Charta, in the English Bill of Rights, in the French Declaration of the Rights of Man, in the Declaration of Independence, in our Federal Constitution, in the Gettysburg Address, in the Universal Declaration of Human Rights of the United Nations. These and other expressions of our democratic faith are our heritage and our trust.

Worth of Persons

We hold that respect for the dignity and worth of human personality is the basic concept of American democracy. The unique contribution of American civilization is not to be found in the relatively high level of material well-being we have attained, nor in the political institutions we have perfected, great as that contribution is, nor yet in our esthetic or cultural accomplishments. It lies rather in our conception of the nature and destiny of man, in our high regard for individual personality. The basic premise of democracy, and the one from which all others stem, is that man is endowed with moral and spiritual qualities, that he is capable of achieving a humaneness, a dignity and a worth that all should respect, and that he has the capacity to associate with his fellows on a fraternal rather than a differential basis. And always with us the test of this premise is its application to everyone however much he may differ from ourselves in status, race, national origin, or opinion.

Freedom of the Individual

We hold that men can be free. On the broad base of respect and regard for the dignity and worth of human personality, Western democracy has built the whole superstructure of its ideals. First in importance and in time of attainment was the ideal of freedom—freedom from tyranny and oppression over the lives of men. We know full well the record of human tyranny, a record written large on the pages of history, past and present, and knowing it, we are committed to a society of free men. And with us freedom is more than a word; the liberties and rights men have deemed essential

best defense. The challenge to American education today is to make clear to our youth, and to their elders as well, the nature and meaning of the democratic values we live by, to develop a deep loyalty to these values, and to make them the touchstone of individual behavior and of public policy at home and in our dealings with other peoples.

The Yearbook Commission can make no codification of the values basic to the American way of life that will be original, complete, or final. But since these values must have a high priority in any program of citizenship education and must be held constantly in mind in the working out of such a program, a statement of what we as the Yearbook Commission believe, and what we believe to be the high commitments of the American people, seems appropriate.

In formulating what the Commission regards as the ideals that America seeks to live by, the term "democracy" is used in its broad historic sense. It embraces free, representative political institutions but is far more than a form of political organization. Basically, democracy is a system of moral commitments, a system of values that govern behavior in all human relationships and in all the great social institutions of home, church, school, community, economy, and state. It is a form of social organization that seeks to make possible the release of the full potentialities of self in the life of every individual. It is a goal toward which human history has pointed for a thousand years and more.

This basic concept of democracy is neither new nor exclusively American; it is the heritage of western civilization. Since the dawn of conscience in man in his remote past, this conception of democracy and the ways and means of realizing it have been on the agenda of human history. Something in the very nature of man has prevented him from brushing lightly aside the troubled query of Cain, "Am I my brother's keeper?" The sense of human brotherhood and the recognition of the supreme worth of individual personality have given rise to a conception of democracy which is the most precious heritage in our tradition. It is a heritage drawn from many sources: the ancient Hebrew prophets, Greek philosophic and scientific thought, Roman legal and administrative genius, the Christian ethic, the great religions of the Orient, and the sacrifices of count-

rules and legal forms and institutions. One of the great achievements of the western world, and of our American democracy in particular, is a legal system by which the relationships of individuals to one another and to society can be and are determined according to established rules. It is this government of laws and not of men that protects the individual citizen from the caprice and injustice of irresponsible rulers. The concept of freedom under law and the establishment of a legal and governmental structure for the orderly regulation of human relations in a complex society is one of the greatest achievements of humanity. It is freedom under law that distinguishes a democracy from a totalitarian state; men who do not have it can neither be free themselves nor build a free community.

But institutions of government for the making of laws and for their interpretation and enforcement are not enough to insure freedom. Government itself must be restrained. Above it is placed a body of fundamental law which is called a constitution. The function of a constitution is to establish government, to define its organs and agencies, and to confer upon them their appropriate powers and duties; more important still, it limits the powers of government. It says to government, "This far you can go and no farther."

Much of the struggle for human freedom has taken the form of discovering the civil liberties that are essential to free men in a free society and of developing a legal structure to protect those freedoms once the conscience of mankind had made them clear. With us this protective structure is a Bill of Rights embodied in our Constitution. It is this concept of the function of a constitution as a body of principles embodying the highest moral and spiritual values of mankind, standing above government and forcing it to deal with individuals equitably and in good conscience, that makes possible a government which respects the natural and inalienable rights of men.

Sense of Justice

We hold that in dealing with one another, men should be governed by a sense of justice, good conscience, equity, and fair dealing. It is important that men have a system of legal institutions and forms by means of which their individual rights can be protected and

in a free society have been spelled out in detail. We hold that within broad limits every one is free in his person—free from arbitrary arrest and search, free to demand the right to judgment on the evidence by a jury of his peers, free from excessive and cruel punishments, free to move from place to place, free to engage in any lawful employment. Nor are we any less concerned with the protection of the property rights of the individual: his home and his papers are protected from unreasonable search or seizure; the obligation of his contracts may not be impaired; his property cannot be taken for a public use without compensation nor can he in any case be deprived of it without due process of law.

More important still is our insistence on freedom of intellect and of conscience. Tyranny over the mind and conscience of man is tyranny at its worst; democracy is but an idle dream if "forbidden" signs may be erected across any of the highways or byways that lead thru all the depth and breadth of human experience. The quest for truth must be untrammelled and in that quest there must be free and equal access to information. With us it is no less important that men be permitted to speak the truth as they see it and to whomsoever they will. Our democracy draws no iron curtains across any of the avenues of communication; it insists rather on broadening these avenues and on making them accessible to all.

A corollary of freedom of intellect is tolerance of spirit. Men cannot be intellectually free in any real sense unless they have respect for one another's sentiments and opinions. The right of every person to seek the truth where he will; to form his own convictions and to convey them to whom he will; to formulate his own value system, so long as it does not conflict with the rights of others; to petition, protest, and debate; and to be accorded a tolerant hearing by his peers—these are among the rights and freedoms we cherish and defend as a part of our democratic heritage.

Government of Laws

We hold that freedom under law is the essential condition of a free society. As already indicated, the first great milestone on the road to human freedom was the recognition of the fact, boldly asserted in our Declaration of Independence, that men are endowed by their Creator with certain inalienable rights. But these rights cannot be secured or enforced without resort to established

In the making of policy decisions and in the processes of carrying them into operation those who are affected by them have a right to participate. The principle that policy decisions should be arrived at thru group discussion and that all who are to be affected by the decisions should have had an opportunity to be heard applies to all the relationships of life. And a corollary of the right to participate is the obligation, within the bounds of reason, to abide by majority decision.

The right to participate where one is to be affected can be defended on the grounds of simple justice; it can be defended, too, because it is of the essence of the democratic process. For democracy to operate successfully, the individual citizen must understand and be committed to its basic ideals; it is no less important that he be skilled in the democratic processes of action. These skills involve argumentation and debate, the presentation and weighing of evidence, sensitive regard for the views and rights of others, the give and take of compromise, and willingness to abide by majority opinion. The structure of a government or of any social institution or enterprise may conform to the requirements of a democracy, those who shape its policies may be committed to democratic goals, but if skill in the essential processes of democratic participation is lacking, the whole undertaking will fail in practical operation. And these skills, so essential to the success of any democratic enterprise, can be learned only thru practice. Our insistence on the right of the individual to participate in the making of decisions that concern himself grows out of our regard for individual personality and our sense of justice; it is based, too, on our knowledge, born of long experience, that democracy can function in no other way.

Love of Truth and Appeal to Reason

We hold that men must entertain a love of truth that is supported by a rational evaluation of the evidence. Love of truth and an abiding faith in its beneficence have always been deep in the American tradition. It has been characteristic of us as a people that we have not been afraid to face the facts; indeed, we have vigorously insisted that where possible both individual behavior and public policy be based upon exact and precise knowledge.

their common ends attained thru programs of positive action. It is equally important that in the whole area of their behavior, private and public, men should be governed by a sensitive regard for what is just and fair.

Capacity for Self-Government

We hold that men have the ability to govern themselves. In the long struggle to establish the democratic state the first great victory was the attainment of constitutional law. The American Constitution with its Bill of Rights provided protection for the individual citizen in the exercise of certain rights and liberties. But the concept that common men have the capacity to govern themselves had not yet won general acceptance. That men are capable of governing themselves, of managing their own affairs, and of achieving their own destiny is a relatively new concept in human history; it came into being and won acceptance even in this country no more than a century and a half ago. The age-old record had been a record of the government of the many by the few. The great masses of men had been denied the right to vote or hold office; in the council of state their opinions had not been asked and their voice had not been heard. But the 19th century brought a change. With us the struggle for liberty took the form of a determined movement to democratize the political state by shifting the locus of political power from the few to the many. We progressively extended the suffrage and removed property qualifications for public office. We committed ourselves to the world's greatest experiment in free political institutions and to an abiding faith in man's ability to govern himself. This faith rests upon the conviction that men have enough goodwill toward one another and enough loyalty to the common weal to compromise their differences without resort to force; that their sense of justice, tolerance, and fair dealing is such that they can be relied upon to employ the instruments of conference, deliberation, debate, and compromise to build the political state on the solid rock of common consent.

Civic Participation

We hold that the individual has a right to participate in decisions affecting himself. The American system of values stresses the importance of cooperation in all forms of associated behavior.

singular beboof and benefit to any Commonwealth" and ever since the ideal of an informed citizenry has been the basic concept upon which our whole educational system has rested. The founders of this nation were fully aware that they were embarking on a momentous experiment in free institutions, they were not sure that the experiment would succeed, but they had no doubt that it would fail if opportunity were not provided for the adequate education of all citizens.

This ideal of an informed and broadly educated citizen grows in part out of respect for human personality; more important still, it grows out of knowledge, born of long experience, that enlightened judgment must be informed judgment. The schools and colleges we have founded and maintained have been the symbols of our faith that the problems of human living can best be solved thru trained intelligence without resort to the dictates of arbitrary power. And today more than ever, the individual citizen, in making policy decisions extending all the way from the personal affairs of family life to matters of international concern, must base his decisions on a broad knowledge—a knowledge of the structure and operation of our economy, of the working of our political institutions, and of political and social forces and processes. And in a shrinking world this knowledge must be extended, as far as may be, to include both the history and contemporary affairs of other peoples.

Social Responsibility the Counterpart of Freedom

We hold that "*the price of freedom is its responsible exercise*" (3:4)¹. Liberty and rights inescapably have their counterparts in self-restraint and obligation. Only those are really free who have freed themselves from the driving impulses of irresponsible self-interest, who in the innermost recesses of soul entertain a sensitive regard for the common good. A democratic society will not long endure if men insist on pursuing their selfish interests in clear opposition to the public interest. If men do not have a genuine devotion to the public welfare and if they are unwilling to subordinate self-interest to it, if they refuse to temper freedom by the spirit of mutual concern, if they fail to recognize their common interest

¹ See references at end of the chapter. The first number in the parentheses identifies a publication by its number in the list of references; the number following the colon refers to specific pages within the publication.

The concept that might makes right, the settlement of issues by the use of superior force, has never been in the American tradition. Rather we have held firmly to the conviction that the problems of human living can best be resolved thru trained intelligence, thru a rational analysis of the facts in hand, and without resort to the use of arbitrary power.

So important have we regarded this appeal to reason in a free society that we have kept wide the channels of communication, we have maintained free access on the part of all to the mind of each. But this love of truth and this free access of all to the mind of each makes it imperative that the citizen be equipped with certain mental skills and habits, that he understand the processes by which knowledge is attained, and that he habitually insist upon a critical evaluation of evidence before arriving at a conclusion. A pastoral fable illustrates the point. Two shepherds were walking past a flock. One remarked to the other, "Those sheep over there have been sheared very close." To which the other replied, "Yes, on *this* side." It is this insistence on examining all the pertinent evidence that makes a free and progressive society.

The critical issues of our time make it more imperative than ever before that we erect no iron curtains around individual intellect, that the channels of thought—the press, the radio, television, the platform, the pulpit, and the rest—be kept open. If America is to remain free, we must insist upon free communication, but herein lies a great danger as well as a positive good. If the citizen is not to become the victim of special interest, of half truths, of unsound premises, of false propaganda, and if he is to escape the grip of mass hysteria, he must be equipped with the habit of demanding adequate evidence to reach conclusions, with the power of rational analysis of the evidence in hand, and with the will to make decisions in the light of that evidence.

An Informed Citizenry

We hold that the citizen must be informed. The right of men to govern themselves and to participate in the making of decisions that directly concern themselves in all life situations has its counterpart in the duty of the individual citizen to be informed on the matters committed to his judgment. Long ago the founders of a New England state declared that "the

rendered society, and in the social esteem in which they would be held. Equality was not conceived as a dead level of sameness but as equal opportunity for each individual to realize the full potentiality of his personality, to achieve according to his capacity and his effort. Equal educational opportunity; equal justice regardless of status, race, religion, or national origin; equal right to participate in the life of the community and of the nation; an equal chance to make the most of God-given talents and dispositions—these are the meanings of human equality.

But the principle of equality embraces something more than the concept of equal opportunity to achieve; it is tempered with a spirit of humaneness for those who fail. Some are born with greater mental and physical capacities than others, and some are born into homes that provide them with a far richer inheritance than others. Free use of these unequal powers can lead to no other end than unequal attainments. And for the gifted and the less gifted alike, sheer luck may make the difference between success or defeat. As already indicated, democracy does not attempt to equalize accomplishments and attainments, but in the school and in the larger community alike it is sensitive to human failure or misfortune; even unto the least of these it has its moral obligations and commitments.

Brotherhood of Men

We hold that men have the capacity to associate on a fraternal basis. Thru the long past, men have been haunted by the fear or stung by the reality of insecurity. Thru the centuries one basic fact has persisted, and men could not escape its all-pervasive influence. This basic fact has been an economy of scarcity; men had not learned how to produce enough to go around. And poverty, hunger, and insecurity have not been conducive to goodwill among men; they have been, rather, the source of selfishness and brutality, of inhumanity and oppression. Since men have been unequal in capacity or in a sense of justice, some have been able to reduce others to slavery and serfdom. Class and caste have had their origin to some degree, at least, in an economy of scarcity and have been supported by monopoly of opportunity and of possessions.

in the good society, they will drive themselves to the extremity of the totalitarian state.

Moral restraint rather than legal compulsion is the governing principle of a democratic state. But this is not to say that citizens will not need to submit to legal restraint in the interest of the common good. It is an assumption of democracy that citizens, when the public interest requires it, will unite in restraining freedom of action by legal enactments. More than that, government is an instrument of positive policy and its authority must be commensurate with the responsibility the people by common consent see fit to place upon it. The price of freedom in the democratic state is its responsible exercise by citizens in their interpersonal relations, in the voluntary groups and organizations they establish to attain common purposes, and in the powers and restraints they impose on the government over which they preside.

In an atmosphere of freedom it is imperative that self-interest be tempered with the spirit of mutual concern and of responsible service. The spirit of mutual concern calls for programs of positive teamwork as varied and extensive as the whole area of human living. The effective citizen votes in public elections; he obeys the laws and assumes his share, whatever it may be, in deciding what the laws shall be; he serves thru peace and war in the associated efforts thru which self-governing people control their affairs. He cannot fail to recognize in his birthright of freedom a profound obligation for responsible social behavior.

Equal Opportunity

We hold that each individual should have equal opportunity for self-realization. The ideal of the equal chance has long been in the American tradition. It is the hard core of American idealism. It has made possible the "American dream." As each succeeding generation of our forefathers pushed deeper into the shadows of the wilderness and subdued a raw continent to their needs, men learned the meaning of individual human worth. When they established a new nation, they dedicated it to the principle that all men are created equal. They knew that men differed widely in their abilities and capacities. They knew that in the course of human events some would far surpass others in mental and moral stature, in the acquisition of worldly goods, in the services they

Ideals and Values Basic to American Institutions

Ideals guide and control the institutional structure of our democratic society. Moral and spiritual values determine the regard men have for one another, the terms upon which they meet and mingle in their daily lives, the freedoms they demand, and the restraints they are willing to impose and to accept. Attitudes and dispositions, customs and habits, the whole web of interpersonal relations—all these are but expressions of the ideals men live by. As a society becomes more complex, it relies less on mores and custom and more on an ordered pattern of social institutions. Family and community, state and church, and cultural and economic institutions become the carriers of value premises and the means of putting them into practical operation. But with us, social institutions are the servants and not the masters of men. The democratic state makes no pretensions of being governed by some mystical law of its own being, of having a morality of its own defining, of possessing powers and prerogatives over the lives of men beyond their reach or control. In the democratic state, government is but the expression of the general will; in the United States as proclaimed by the Declaration of Independence, it was instituted among men to safeguard their inalienable rights and to secure life, liberty, and the pursuit of happiness. American political institutions, in their structure and operation, in the powers they possess and the restraints placed upon them, are the product of nearly two centuries of struggle to attain the ideal of a political order where men can live in freedom under law.

Our republic has been guided and controlled by the ideals and values of democracy. But in this respect government does not stand alone. The American economic system, with its emphasis on individual initiative, private ownership of property, free access to occupations, and the free market, stands no less as a reflection of the democratic ideals that lie at the base of our way of life. And so it is with the whole fabric of our social institutions. They are never ends in themselves; they are always instruments which we employ in trying to attain a good society. We in America have been deeply conscious of the fact that the ideals and values built into our institutional structures determine the quality of our civilization and the quality of individual living in it.

A democracy such as ours sets itself the task of changing fundamentally this historic pattern of human association. By removing monopoly of opportunity, by freeing intellect to seek the truth where it will, by releasing to the full the potentiality of individual personality, by cultivating the spirit of inquiry and inventiveness, we have been able to achieve a technological efficiency that promises to make it possible to produce enough to meet the basic needs of men. And as Merriam has aptly put it: "It is easier to be a good neighbor when there is enough to go around" (6:56). When most men are able to acquire economic goods adequate for their needs, and when the avenues leading to cultural and intellectual advance are barred only by the lack of ability or effort, snobbishness and exclusiveness will be less common. The increased productive capacity of our free society means far more than the improvement of living standards; it tends to weaken the divisions of class and caste; it hastens the day when the brotherhood of man will be a reality, when men will associate with one another on a more fraternal basis.

The Right To Be Different

We hold that men have the right to be different. In the American system of values, the right to be different is given a high priority. Our society requires loyalty to basic democratic ideals, but within the wide framework of loyalty it respects individual differences. This deep respect for personality is but the recognition of a fundamental characteristic of human beings. Every person is a unique self and altho he can be a cooperative member of a social unit, he can never wholly surrender himself to it, can never abrogate the prerogatives of self. Men can never become cells in a social organism; the human unit can never be submerged in the group unity; there is always an Ark of the Covenant in the inner recesses of each human spirit. It is for these reasons that we insist on a free market of ideas, that we will not tolerate intolerance nor enforce a narrow and rigid conformity, that we insist upon the right of dissent, that we welcome diversity of cultural patterns and protect the rights of minority groups, that we encourage erratic genius and are patient with the less gifted. The genius of America has been that it could maintain unity and preserve diversity; that it has been able to inspire common loyalties and at the same time to accord men the right to be different.

PART II



The Setting for Citizenship Education

Education for American citizenship grows from deep roots in the community, the school system, and the school. Only as a local community recognizes the potentiality of education, provides a climate of freedom in which it can operate effectively, and gives its local structure adequate financial support is education for American citizenship possible.

Each school within its own field of influence can serve as the prototype of all the communities in which its own young citizens function. Only as each school builds citizenship education into every part of its program are the results manifested in children and youth thru lives that enrich the American heritage.

Since our social institutions exist to meet human needs, they are subject to change as time and circumstances may require. A fundamental difference between a democracy and a totalitarian regime is that democracy is a self-repairing society. Its social institutions are not regarded as above improvement; they are constantly subject to critical appraisal; they are judged by how well they perform; and they are constantly being perfected. The basic values and ideals of democracy are enduring, but the specific institutional forms thru which they can best be realized are always subject to modification and change. Indeed, the impact of technological change or some other influence may be such as to make imperative the cultivation of social inventiveness in nearly every area of human living. In this direction lies orderly human progress, the intelligent adaptation of means to commonly accepted goals.

But always presiding over any adaptations of our social institutions are the ideals and values of our American democratic tradition; they determine the direction and they set the goals. It is for this reason that a clear understanding of the ideals we live by and a deep emotional commitment to them are our first concern in the education of the citizen.

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CHAPTER FOUR

Mobilizing School and Community

NO AMERICAN community is untouched by the world-shaking changes that recent years have brought. War and the threat of war, shifts of population and changes in ways of living, changes in industry and in politics have been felt in even the most remote hamlet and rural countryside. In all this uncertainty, the public school is looked to as the agency above all others thru which the permanent values and ideals of American life may be conserved and taught as a central core of stability. However, the responsibility for thus maintaining the values of citizenship thru an educational program is not the school's alone.

A Community Problem

One of the duties of the educator is to spread more widely the knowledge that education for citizenship really is a community problem and that the school is only one of the forces that determine the quality of citizenship. Education is a continuous process from birth until death. Few will deny that the home, the church, newspapers, magazines, radio, television, and other institutions and agencies do greatly influence the education of the person. Today many children can recite jingles heard over television and radio, advertising a product the use of which is sometimes questionable, more fluently than they can quote any words that carry the tenets of good citizenship. For the most effective program of education for citizenship, all the forces, agencies, and people concerned with the problem must be mobilized and their efforts coordinated.

Many people are reluctant to accept the fact that the schools reflect the society they serve. A society that is indifferent to its own heritage cannot expect schools to compensate for that indifference. The schools cannot rightfully be expected to perform miracles of transformation in the lives of children who come from homes which exalt the superficial and the ephemeral and condone personal

Coming Together for Study and Planning

As a rule, nothing very significant toward improving education for citizenship can be done in a hurry. Time is needed to study and to plan, to appraise strengths and weaknesses, and to select the most promising avenues of progress. The school authorities may recognize the need for wider community cooperation but be unsure of what might be undertaken. A wise policy may be to lead from strength and thus to take some time to be sure that the school forces themselves are prepared to share in any joint effort. And further time will be needed to confer and consult informally with various individuals before plans begin to crystallize into committees and programs of action.

The School Forces

From the youngest pupil to the schoolboard president, the personnel within the schools must be prepared to play their parts dependably in every community effort to improve citizenship. It is here that planning may begin. As an earlier Yearbook said:

The seed for good school-community planning must first be planted in the soil of cordial relationships within the professional family. A groundwork in democratic educational planning must be developed prior to broadening the base of cooperation to include the whole community. (4:131)¹

The board of education—There are many school systems in America where boards of education know little about the instructional program of the schools. One reason for this is that they devote their meetings entirely to routine matters and financial problems. These are matters that board members readily understand and that are often discussed with them by lay people, because of today's critical housing and financial problems. Another explanation is that the superintendent may fail to take counsel with the board on instructional policies. Since boards of education, however, are responsible for the total educational program of their communities, the curriculum and methods of instruction deserve their attention.

Many boards provide in their rules and regulations for a certain number of meetings a year devoted to a discussion of curriculum and instructional procedures. Other boards devote a part of each

¹ See references at end of the chapter. The first number in the parentheses identifies a publication by its number in the list of references; the number following the colon refers to specific pages within the publication.

indulgence and irresponsibility. The schools often do perform seeming miracles for such children. But the challenge still rests with the community.

Few responsible educators, however, would let the matter rest there. Granted the schools cannot do the task alone; educational agencies have a duty to help the community realize its ideals. In such an effort they may well take as a motto of encouragement the words attributed to Henry Ford:

Coming together is a beginning;
 Keeping together is progress;
 Working together is success.

The Role of the Superintendent

In America, under a decentralized program of education, the local superintendent is the logical person to take the lead in mobilizing for school-community action for the citizenship education program. He inspires his co-workers in the school system to assume their full share in this community undertaking. He brings key people together and invites their best thoughts. He keeps various community agencies informed and actively engaged in working on the problem.

This undertaking calls for leadership at its best. The superintendent is called upon to produce in a great many people a moral conviction that something needs to be done and can be done in improving citizenship in the community. He needs the ability to help people with diverse points of view think thru the problems and the possibilities for action. And further, he must not only inspire others to serve in carrying out the plans but he must also help to coordinate the many efforts made.

The superintendent's role is not to improve citizenship education by himself. His role is to mobilize the potentials of the staff and the community, and to help these groups in launching an action program. *The superintendent sets the stage for the citizenship training program.* He works behind the scenes endeavoring at all times to have conditions most conducive to a successful production. There will be few curtain bows for him but, if he does his job well, he has the deep satisfaction of knowing that he has made a major contribution to the realization of American ideals.

wise superintendent is the one who recognizes originality and leadership wherever it appears, whether in his own office or elsewhere.

As an illustration of what one class may accomplish, provided the way is clear for individual initiative, an activity reported by the Citizenship Education Project may be cited:

When students who ran into the street while playing had two near accidents, they complained loudly that they did not have enough play space, "enough things for recreation anyhow." This was the springboard for a survey of community recreational facilities by a Grade VII class in Washington Irving Junior High School in Schenectady, New York.

The students got a leader of the YMCA boys club and a businessman who was on the YMCA board to help them plan their survey. They covered the entire Washington Irving district on foot, listing available recreational facilities. They summarized the information on a picture chart, computed the amount of play space in terms of the number of students, and presented their findings in a meeting. The mayor, the superintendent of schools, and other school personnel were present. The students asked, "Why can't we have a bigger playground?"

"Not enough money to buy the houses and lots needed," came the answer. Then the superintendent and the mayor gave the boys and girls a lesson in public finance and taxation, pointing out that the school building had just been repaired at a cost of \$70,000 and that many other old school buildings in the town were still waiting for a face lifting. They suggested, too, that the students find out for themselves what it would cost to buy the needed space. So the students went to the assessor's office, found the assessed valuation, figured the market price, and gave the information to the mayor and the superintendent.

The students realized they could have no more play space for Washington Irving in the immediate future. But they had laid the groundwork for it. And more important, they had practiced responsible citizenship in the process.

When individual teachers and classes do outstanding jobs in citizenship education and come up with good ideas, they should be given all the help and encouragement possible. These ideas and practices represent the growing edge in the system.

Principals of schools—The key role of the principal in citizenship education can scarcely be overemphasized. The tone of the individual school and the quality of teaching of the whole faculty tend to be colored in a striking degree by the professional and personal attitudes of the principal.

Principals may have status in the community, knowledge of community affairs and personalities, length of experience, and a feeling of security that the superintendent himself may lack. In planning for community contacts and cooperation, the wise superintendent will recognize the experience and prestige of the principals as valuable assets.

meeting to instructional matters. A wise superintendent would not plan or inaugurate a formal program of citizenship education without acquainting his board with the plans and asking for its constructive criticism and final approval. Where it is planned to emphasize citizenship training by a special long-range program or thru such activities as the Citizenship Education Project,² additional appropriations are usually needed. Since the board makes these appropriations, it is imperative that the members be thoroly informed about the program. It is often an excellent practice to let teachers and students help to present the plans to the board.

The members of boards of education are usually outstanding citizens. When they perform their duties as board members in an unselfish manner, when they put the welfare of children first in their decisions, when they strive to finance the schools adequately, when they formulate policies after conscientious study, and when they leave the administration of these policies to the superintendent and his staff, they are demonstrating citizenship at its best.

Classroom teachers—A staff of professionally competent teachers is a basic requisite for the best program in citizenship education. One of the most important duties performed by the superintendent of schools is the recruitment, selection, and induction of staff members. When a superintendent secures a superior teacher and places him in a situation where he can do his best work, he will have fulfilled his first duty to the children and will have taken the best insurance available for a good citizenship program.

Teachers are increasing in professional ability; they can take, and are taking, a more active part in administration. They have a voice in making the budget, in planning inservice training programs, in forming teacher councils and grievance committees, and they are consulted in the selection of personnel. Certainly, in a program of citizenship education teachers must be called upon to help formulate plans. When the program is one in which they are emotionally concerned, its chances for success are high.

An individual teacher may initiate some project with his own class that will open doors for larger undertakings, perhaps even a program that may involve the whole community. Such leadership should be welcomed and capitalized upon wherever it is found. The

² See Chapter Fourteen, p. 376-81.

in school buildings, a system-wide sportsmanship program, general standards of behavior, an after-school recreation program, or the care of public property.

The Central High School, Grand Rapids, Michigan, undertook an experiment in 1952 in which pupils cooperated in helping other pupils thru an English workshop. The workshop presented an opportunity for hundreds of boys and girls to seek help voluntarily on their English problems—themes, speeches, grammar exercises, outlining, and book reports. This individual help was given by outstanding students, acting as student-teachers under the direction of a faculty member. There is evidence that this activity fostered definite citizenship practices for all students involved, such as the following:

1. Respect for the individual is fostered as students become aware of differences and work together to improve in skills and to encourage strengths shown.
2. Student-teachers attain dignity in dress, speech, and action.
3. Student-teachers have opportunities for becoming leaders.
4. Student-teachers have a spirit and a desire for service.
5. Student-teachers are cooperative and responsible.
6. Student-teachers have many opportunities for guidance in their work.

The superintendent and his immediate assistants—The superintendent may find it helpful to examine his own preparation for undertaking the leadership of a community in a project as important as the improvement of education for citizenship.

Of prime importance is his own ability to work comfortably and efficiently in a framework of democratic procedures. It is hardly conceivable that an autocratic superintendent can lead or administer a successful program of education for democratic citizenship. The benevolent despot is likewise headed for failure—skill in graciously persuading a group of teachers or lay citizens that the superintendent's preconceived ideas are really their own will not bring good results. Cooperative planning calls for cooperation from two directions; it is as well for the superintendent not to ask for advice if he has no real willingness to accept it.

In providing conditions most conducive to success in citizenship education, the superintendent must be concerned with the instructional program. Some school administrators who desire to improve the curriculum and methods of instruction somehow never get around to it. Lack of staff and the pressures to maintain budgets,

In most systems, each school has its peculiar problems and needs. No matter in what direction the ultimate community planning may lead in citizenship education, each school will make its own adaptations. Only if the principals go along with the program from the first, will they be fully prepared to share in putting it into operation.

Other school staff members—The special-services personnel who visit the homes, such as nurses, visiting teachers, and census and attendance workers often have community contacts, understanding, and knowledge of important needs that could be of great value in school-community programs of citizenship education. Others who have contacts with individual pupils—counselors, librarians, psychologists, bus-drivers, secretaries, custodians—may be keenly aware of home and community conditions. Consultants in curriculum and instruction naturally have a strategic place. No member of the school staff, professional or nonprofessional, should be overlooked.

Local education associations—Efforts to improve citizenship offer a special opportunity for cooperation of the school administration, the local education association, and the community. Thru such sharing of effort the association is able to render valuable service to the school system and the community and to enhance the prestige of the teaching profession and the school program.

Where the potential strength of education associations has been recognized, these groups have given outstanding service in community observances such as Citizenship Day³ on September 17, and in many other activities for civic education.

Pupils—Superintendents are kept so busy with the mechanics of school administration that there has been a tendency for some of them to overlook boys and girls as people. In the past, pupils often have been left out in planning the public-relations program and in the formulation of policies. Today's superintendent is more likely to allow them a place, suited to their abilities, in policy-making.

Some school systems have a students' advisory committee. This committee, usually composed of students representing the high schools in the system but sometimes including elementary pupils also, is selected by the students and meets regularly with the superintendent. Such a group can help to inaugurate certain aspects of a citizenship program, for example, the prevention of vandalism

³ Information available from NEA Citizenship Committee, 1201 16th St., N. W., Washington, D. C.

encourage those who are not assuming their responsibilities for training and teaching their children to do so. It is reasonable to expect that parents will teach and encourage their children to respect the rights of others in the home and elsewhere. They should teach and encourage honesty, thrift, temperance, the importance and dignity of hard work, respect for law, respect for public and private property, courtesy, and love for country. Parents should give moral, spiritual, and health training. They should make efforts to help children understand the importance of getting along with others. They should strive to understand, and then to satisfy, the basic human needs of their children. They should let children help in making some of the decisions that have to be made in the home, but, by the same token, they need not let children make all the decisions. When parents rear their children in this manner they are teaching and promoting good citizenship; and when parents and schools join together in the activities, they make a formidable team.

With a membership of approximately 8,000,000 in 38,500 local units organized on a national, state, district, and community level, the parent-teacher associations are a major source of help and cooperation. The National Congress of Parents and Teachers has citizenship committees in many states. Its national magazine and state bulletins carry excellent articles on citizenship. The PTA has proved itself a ready and strong friend to those who are interested in improving educational opportunities for the children of America. The wise superintendent will not overlook this organization in his planning. In fact, in many systems the local PTA council will be one of the first organizations to be turned to for aid and counsel in planning for better approaches to citizenship education.

That schools do recognize the contribution of the parents in education for citizenship is illustrated by the following excerpt from a leaflet issued by the Seattle public schools:

There are many ways in which the home and the school can work together in developing good citizenship in children. Parents can help by:

Letting children know what is expected of them and being consistent in holding them to it

Praising them for good work and careful thinking

Encouraging them to develop self-direction and teaching them to evaluate their own behavior

Letting children share in the family planning and work as well as the fun

buildings, and personnel account for some of these failures. There is no substitute, however, for instructional leadership on the part of the superintendent (1:80-87. 4:196-226).

The superintendent should maintain an open-door policy for the public, staff members, and pupils. He should be readily accessible for group and individual conferences. The superintendent should feel at home in his community and should know the leaders of community groups and centers of community influence. Many superintendents make a special effort to know personally and to maintain working relations with the editor of the local newspaper. They accept the fact that the schools belong to the public and assume that newspapers should build up, not tear down. When a board considers a constructive policy of real significance, some superintendents make a special point of making contact with the local editor to explain the action to him. Such a policy is especially appropriate when constructive action regarding a citizenship program is being undertaken.

In a large school system, the detailed administration of school participation in a community approach to realizing the ideals of citizenship may be delegated to a member of the superintendent's administrative staff. The superintendent himself should help launch the plan and keep in touch with all developments.

Recognizing the Whole Community

"Representatives of the community" can be a misleading phrase. Any list of the community groups which could be concerned in a program for the improvement of citizenship education is bewildering in its complexity. It is not easy to bring business and industrial groups, the press, organized labor, agriculture, governmental agencies, professional groups, racial groups, patriotic groups, religious groups, civic organizations, service clubs, women's organizations, and others together into an effective, working team.

The various community elements might be classified as *organizations, agencies, outstanding personalities, impersonal forces, and unorganized persons*. Another classification from the school point of view recognizes only *parents* and nonparents.

Parents—Altho nonparents may include some of the chief advocates of education, parents have a natural concern for the school program. As parents are the children's first teachers and often the most influential, the schools must constantly work with them and



Visit to the state capitol, Public Schools, Richmond,

Amid world-shaking changes, the guiding ideals that six generations of Americans have venerated stand unmoved and unaltered, as guides to citizenship education.

Taking children on visits to the parks, to places of historical interest, to nearby farms, businesses, and industries

Helping children select worthwhile radio and television programs, movies, and home reading materials

Setting for children an example of good citizenship

Teaching children to respect the rights, opinions, and property of others

Discussing current events with them, emphasizing the importance of maintaining an active interest in community affairs (19:8).

Community agencies—In most communities there are educational, character-building, and welfare agencies that come in helpful contact with the school child, or could do so with the cooperation of the schools. Churches, health departments, welfare departments, recreation departments, commissions on human relations, juvenile courts, libraries, scout programs, mental hygiene clinics, juvenile protective associations, museums, art galleries—the larger and more urbanized the community, the more likely that all such agencies will be available. In rural communities, services may be available on a county, regional, or state basis; the 4-H and Future-Farmers and Future-Homemakers programs are also well established for rural youth. The Grange, Farm Bureau, farm demonstration agents, and home demonstration agents are also interested in rural youth. Such groups as these have much to offer in marshaling community forces for citizenship education.

Organizations—The parent-teacher organization has already been mentioned. Some of the community agencies mentioned above are also membership groups. But there are still other associations with broad programs that include education, child welfare, or citizenship as only one of several interests. Such groups as the service clubs, women's organizations, veterans organizations, fraternal organizations, civic organizations, labor unions, and many business organizations deserve recognition. They not only may contribute significantly to realistic planning for citizenship education but also can help by keeping their large memberships informed thru such participation.

Whether or not all such groups are to be represented in full in plans of cooperative activity for citizenship, the school headquarters needs an up-to-date list of all community organizations and their current officers. In the absence of some other community clearinghouse of this kind, the superintendent's office would do well to maintain such a list.

community. Any plan of mobilizing the community for improving citizenship education starts with the fact that the schoolboard already represents the community and that the existing program already is the result of mobilized community effort. What this chapter proposes is merely *wider* community participation in *continued* community effort. As far as the school program is concerned, the board of education is calling upon representative citizens, in addition to its own members, and community agencies not controlled by it, to help the board in making certain decisions which by law the board itself must make.

Help and advice may be obtained from the National Citizens Commission for the Public Schools which has several regional offices and which sponsors citizens' committees thruout the country. Their printed "working guides," exemplified by *How Can Citizens Help Their Schools?* contain a wealth of practical suggestions (11:16-54).

A survey of the needs of the community is one of many ways to bring to a focus the needs for a community-wide program of citizenship training. An article in the local newspaper that the police are planning a crackdown on the "rat-racing" of teen-agers might be used to start a program of safe driving, improved recreational facilities, and respect for lives and property. The issue of high-school sororities and fraternities presents many opportunities for the introduction of a citizenship training program and of pointing out needs for such a program. Annual reports on juvenile delinquency; a small vote at an election; vandalism in a school building; poor sportsmanship at an athletic contest; poor recreational facilities; a clean-up campaign; a local, state, or national election; an editorial in the local newspaper; an accident at a hazardous street crossing; broken street lights; a case of discrimination; and many other current problems and happenings can be used as the focal point for renewed emphasis on citizenship training. An attractive pamphlet setting forth the aims and objectives of the school citizenship program, if circulated properly, has real possibilities for creating community interest. It is essential that the need for an effective citizenship training program be felt by the community.

Form of organization—What organization of effort shall the board and the school staff have in mind in undertaking to recruit community assistance in planning the citizenship program? Perhaps the

Outstanding personalities—Every community has its individuals whose decisions make things happen. These people are influential in their own right, thru social or political status, wealth, previous service in community organizations, or other cause. They may include such persons as a highly successful business man, the mayor, a leading physician, a popular minister, a labor leader, a social arbiter, a capable PTA worker, a political boss, or other types. In one way or another such leaders should be informed of the aims and problems of the community's program for citizenship education and, if possible, they should share in the thinking and planning that may lead to improvement.

Unorganized persons—Outside all associations and cooperative efforts at civic welfare are the people who belong to no organizations or hold only nominal memberships in one or two. For some of these people, frail health or heavy personal or vocational duties account for their not taking part in the cooperative activities which a self-governing country may rightfully expect from its citizens. There are others who just want to live as comfortably as possible and to be let alone. Many of them do not vote. They cannot be represented in community planning because they would not participate. But they must be remembered and reached if possible. To the extent that programs for the vital improvement of citizenship education succeed, there will be fewer indifferent, apathetic citizens in succeeding generations.

Forces—The average American community today is influenced in many ways by forces that have little if any formal organization locally and yet are potent factors in local civic life. The agencies of communication and recreation, such as motion pictures, radio, television, magazines, and books are examples. Negative forces also exist. Altho such impersonal influences in community life will not be directly represented in planning for citizenship, their existence should be recognized, perhaps by including persons who in one way or another are best qualified to appraise their effects.

Planning for Improvement

A board of education, elected by the people, has the legal responsibility for conducting the schools of the typical American

mentioned earlier, the PTA council is likely to have a vital interest in citizenship education and may be willing to make it a major field of effort. A citizens committee on education may have been working chiefly on the school building program; citizenship education would be a desirable first step in directing its efforts toward the instructional program.

Many communities have coordinating councils of social agencies in which the school system is a participant. Where there is no such council, the schools might consider sponsoring the organization of one. Membership is usually composed of private organizations and departments of government. One such council has stated its objectives as follows:

1. Informing itself of the social and health needs of the community
2. Interpreting these needs to the community thru a process of adult education
3. Cooperative planning and promotion of social and health work
4. Promotion of social legislation.

The schools might request the coordinating council to give attention to citizenship education by appointing a special committee.

One superintendent who initiated the formation of a council of youth-serving agencies in his community considers its aims to be as follows:

1. To prevent conflicts in programs and schedules
2. To provide for wider participation of children and youth in the activities of these agencies
3. To establish a youth center in the city
4. To see in which areas each of the youth-serving centers can serve best
5. To avoid duplication of effort
6. To create a spirit of cooperation among these agencies.

Not as broad in scope as an all-inclusive community council, such a youth council meets a special need of the school system. It might be the nucleus for the later formation of an all-community council.

The initial steps in working on citizenship education might be limited to the attendance area of one school. Perhaps the PTA in some one school has become concerned with behavior problems, or the content of the textbooks in civics, or any of a dozen questions that might arise in the field of citizenship education. The superintendent or an assistant or the principal might encourage the PTA to organize a group of parents, teachers, and other citizens and agencies in the neighborhood of the school to study the local problems of

form of organization is not the first thing to consider, and not something for the school forces alone to decide. But many different approaches are possible, and it is well to recognize the various possibilities.

For example, after the superintendent and the board have had some preliminary discussions of the question, the board of education as a committee of the whole might invite several of the outstanding personalities of the community to join in an informal discussion of the problem and of possible approaches. Or the superintendent alone, or the superintendent and the schoolboard president, might confer individually with certain persons. Such discussions might lead to the formation of *an advisory committee on citizenship education*, with a large representation from many community groups and a small executive committee to work more directly with the school staff and other community agencies that might become affiliated.

Such a committee can have as many subcommittees as are needed. A few principles that should be kept in mind are as follows:

1. The committee must have a definite job to do.
2. There must be a definite period of life for the committee. After the committee has completed a particular job it should be disbanded unless some new assignment is given to it.
3. The authority of the committee must be clearly delineated. The committee members must know what they can do and they must not try to usurp the power of the board of education or of the other contributing agencies.
4. The results of the committee's planning will be expected to influence the program not only of the schools but of other community agencies as well.
5. Mutual interchange of help and assistance between the schools and other community agencies should grow out of the committee's work.

One school-community citizenship education committee is working on such projects as (a) the improvement of elementary- and secondary-school student councils; (b) colored slide pictures of desirable practices; (c) inventory of school and community practices; (d) desirable qualities of a good citizen and how to encourage them; and (e) promotion of such teaching devices as teacher-pupil planning, use of community resources, films and filmstrips, and participation of students in community affairs.

Possibly there are too many committees in the community already. In that event the most fruitful approach might be to interest *some existing committee or council* to work on the problem. As

its part in civic projects, sponsored by nonschool groups, which have genuine citizenship values for pupils.

A community organization may undertake on its own initiative to make a study of some aspect of citizenship education in the schools. Such projects may grow out of rather hasty action by some one group and may create serious problems for the schools. On the other hand, they may represent mature consideration. The sponsor may request advice, or may only request help. The school authorities in such a situation naturally will provide all information that is a matter of public record. They should have the right to check for accuracy the factual items that may appear in a final report, and the privilege of at least reading and offering opinions on the interpretation of the findings, in advance of their release. It may be possible and usually it is desirable to turn the whole project into a truly cooperative educational undertaking which the schools may share in sponsoring.

Working Together for Success

Whether the cooperative undertakings are on a broad or a narrow scale, and at a maximum or limited level of cooperation, some of the essential steps leading to improvement are likely to be the finding of answers to such questions as: What should be the objectives of citizenship education? Is the present program meeting those objectives? How should the program be changed to meet the objectives more fully? How can the desired program be financed?

As lay citizens and school personnel pool their thinking and their efforts on any one of the many aspects of citizenship education which may bring them together, they find infinite variety in ways of working together. Many groups find that the best way to start is to take a fresh look at the objectives of the program.

Objectives

Altho many statements of the qualities desired in the good citizen have been made, it is helpful for each group to think thru this question for itself. What are the qualities that our community desires in its citizens? Several statements of objectives of citizenship education are given in other chapters.* Such statements

* Chapter Thirteen, p. 326-36; Chapter Fourteen, p. 364-65, 367-70, 372-73, 377.

citizenship education. The superintendent and board could watch the study for community-wide implications and perhaps use the project as the take-off for something on a larger scale.

Regardless of the plan of organization adopted for the citizenship training program, the citizens of the community must understand the program in order for it to be a complete success. Not only must there be sympathetic understanding but there must also be community help, cooperation, advice, and support.

Levels of community participation—The examples of organization already mentioned assume that community representatives will come together with spokesmen for the schools to join in *fundamental planning of the total program of education for good citizenship* and to help in the execution of the plans. This implies similar help by the schools in related projects sponsored by nonschool agencies. Such an approach, when it is system-wide in its scope, represents the maximum in school-community participation.

There are other less comprehensive approaches which also have merit. For example, the schools may become aware of the need for *joint study of a specific problem* such as juvenile vandalism or criticism of social-studies textbooks. The board of education may then seek to enlist the help of appropriate community groups to share in an analysis and evaluation of the situation and to help in a program for improvement.

Or the schools may need *community help on a current school project*. For example, it may appear that the children are not gaining as much as they should from their field trips to study the community. Or there is a lack of understanding of the efforts of the high-school youth to render service in community projects. While some re-evaluation may be desirable, the basic need is for help. In such a situation it may be proper to request community groups to assist the schools in perfecting their methods of working, also to help in interpreting the project to the community and in gaining full community cooperation and support.

Still another example is the familiar practice of *school assistance to community projects in citizenship*. The school runs the elections for Boys' State and Girls' State; it cooperates in the observance of Constitution Day and the recognition of new voters; it provides the school band for the Memorial Day parade; and in endless ways does

I. In the classroom

A. The teaching of the privileges and responsibilities of American citizenship.

B. The use of the classroom and the community as a laboratory situation where students engage in the actual practice of citizenship duties.

C. A problem-solving approach to studies of the community, nation, and world, using the cooperative planning of students and teacher.

D. The use of key labor, business, and professional people from the community as participants in panels, discussions, and/or demonstrations; the facilitation of such use by the compiling and maintaining of an up-to-date index of these people.

II. In extra-curricular activities

A. A concerted effort by the administration, home-room councils, and the Central Council to inform students about student government, its structure and powers, and to interest students in the concerns and activities of student government.

B. Specific grants of power in definite areas to the Central Council and home room councils, with student participation in planning the power grants.

C. As direct a representation of students in the Central Council as possible.

D. School elections patterned after municipal elections, in order to give students realistic experience in political participation.

E. Consideration by the *Evanstonian* of the inclusion of articles about outstanding issues in the community, the nation, and the world, in order to stimulate student interest in these issues.

III. In the community

A. Participation of students in many phases of community life such as social service and civic projects.

B. Field trips, which take students into the community for a serious educational purpose, as an integral part of citizenship education; the promotion of such trips by all possible faculty and administrative assistance. (9: 4-5)

The recommendations of a lay committee or a joint committee of laymen and teachers can be especially helpful in clarifying objectives and policies in dealing with controversial issues. In Oklahoma City, for example, the Citizens Committee on Citizenship Education adopted a formal statement of policy on teaching controversial subjects. It pointed out the responsibility of the teacher for presenting such topics in an able and unbiased manner, and the responsibility of the parents for also displaying a tolerant attitude toward debatable questions, adding, "It must be kept in mind that the citizen who is most valuable to his country is the one who has learned to arrive at opinions by thoroly weighing the evidence on all sides of any issue" (15:1).

Concern about the quality of Americanism in textbooks has led to several evaluative studies by community groups. Usually these have beneficial results when the members of the investigating com-

may be helpful but should not be limiting to community groups seeking to clarify the aims for a local undertaking.

In some communities the aims of the entire school program have been developed with the help of the community. Citizenship is likely to have a prominent place in such a list of objectives. An example is the experience in Chicago. Thru many local and regional conferences over a period of months, the goals of the schools were stated as nine functions of living. "Practicing American Citizenship" heads the list, defined as follows: "Understanding and valuing the principles and privileges of the American form of government and the citizen's part in government; discharging the responsibilities of citizenship; developing continuing interest and intelligent participation in civic activities." Thru many different means the nine goals continue to be brought before the school patrons and other citizens as an aid to understanding what the schools are trying to do (6:12-13).

Evaluation

As shown in Chapter Thirteen, the stating of objectives goes hand in hand with the evaluation of results. As a school-community committee begins its work, a logical procedure is first to think thru the objectives, and second, to make an informal evaluation of the present progress toward the objectives, as a basis for the third step, of recommending any needed changes in the program of education for citizenship.

A joint committee of teachers and lay citizens in the Evanston Township High School District of Evanston, Illinois, followed this pattern. Lay members of the committee surveyed public opinion as represented by their respective groups and organizations. They asked the various groups, which included some 600 persons, "What do you think should be included in the citizenship education of young people in ETHS?" Also, they interviewed some 75 students, in groups of four to seven, seeking in particular to discover the students' knowledge of and opinions about the effectiveness of student government. Members of the faculty replied to a questionnaire on community contacts, field trips, and the work of student organizations.

As a result of these and other activities, the committee recommended that the citizenship education program include:

stantiate their proposals but should invite and encourage suggestions that strengthen and add to the program.

Modifying the Program

Defining objectives and evaluating the program are likely to lead to proposals for improvement. In one school system after another parent-teacher councils, citizens committees, advisory councils, and other groups with lay members are now cooperating with school authorities in studies that lead to improvements in the program of education for citizenship.

The Evanston report, for example, made suggestions quoted earlier regarding teaching methods, the extracurriculum program, and the wider use of the community both as an educational resource and as a field for service by student groups.

The Seattle group made concrete suggestions for teaching more about the history of cities, the history and evaluation of major services of the municipal government, and the present structure and services of local government. Recognizing that much is already being done, they suggested further emphasis on tracing emphatically and clearly the *current of democracy down thru the ages*. Citizens should know about the "blood, sweat and tears" in its development, and realize that it did not begin with 1776 but thousands of years before. The committee recommended further attention to field trips and the use of audio-visual aids, and pointed to the need for sound-movies of the chief centers of public service of the local government, as a supplement to the field trips.

In countless ways the community may help to shape the program of education for citizenship, provided the channels are opened for a two-way flow of communication.

Community as a curriculum resource—In recent years there has been a growing realization that every community contains many resources which could add to the value of the citizenship program. Field trips to governmental offices, political party headquarters, churches, hospitals, and major industries and other agencies provide firsthand experiences for the student and contribute to his understanding of American life. In addition, the process of planning and conducting these trips offers numerous opportunities for student participation and the development of student leadership. Also, representatives of community agencies and members of the community

mittees learn for themselves of the sincerity and scope of the teaching of citizenship.

The Municipal League of Seattle and King County, Washington, reported in 1953 on a five-year study, the purpose of which was "to appraise the manner in which national, state, and local history and government, and citizenship are taught in the local school system." The study was limited to a consideration of established procedures, curriculum, and textbooks, and did not extend to the work of individual teachers, altho committee members attended a number of class sessions. The final report included such laudatory comments as the following:

The committee found that American history and civics . . . is now taught in a vastly more interesting and meaningful manner than it was a generation or two ago . . . American history is taught three times with different approaches. . . . Textbooks are much more interesting. . . . Members feel that the books are well written . . . Members read all of them and did not find anything which they deemed objectionable or subversive. . . . They did not find any instances of improper emphasis being placed on communism. . . . It could be true that there is some connection between the improvement in local government in recent years and the results of this better preparation of future citizens in the schools. (10:121-23)

Many superintendents are finding it worthwhile to make specific efforts to explain to community groups the educational aims that underlie the problem-solving approach in dealing with controversial issues. The cooperation of lay citizens in textbook selection is another helpful procedure. To sincere critics, who are genuinely concerned with the improvement of citizenship and the welfare of education, the evidence is convincing.

Attractive annual reports, special letters to parents, talks before community groups, the observance of American Education Week, and the other mediums of school-community relations are used to interpret the citizenship program (14:3-7). The open-meeting or open-house technic is employed in some communities. A community meeting or a series of community meetings is held in which community problems and the citizenship program are discussed. Each student invites his parents to a meeting at the school where school officials present problems and suggestions in the form of a citizenship training program for solving these problems. All these technics are to provide opportunities for interpretation, evaluation, and planning. The school officials should be prepared to sub-

Many problems of transportation and scheduling arise in connection with field trips. School buses are of course helpful. Some districts which do not provide daily transportation for pupils purchase buses for field trips only; community groups sometimes are willing to cooperate in sharing the purchase cost.

Field trips and community projects of all sorts can be prevented or seriously hindered by a tight class schedule in the secondary schools. No easy solutions to this difficulty can be found but greater flexibility must be achieved before any practical large-scale program of community contacts and activities can be developed. This is a more significant problem in citizenship education than is often realized. Its solution depends upon a rethinking of the whole plan of scheduling in secondary schools, the wholehearted cooperation of the entire school faculty, and understanding by parents.

Many different community groups may help in the study of the community. In Indianapolis the lack of instructional materials for developing local economic understandings led to the appointment of an advisory committee of business men and educators. Business men and others are financing a series of pamphlets, sponsored jointly by the committee and the Indianapolis Board of School Commissioners, entitled *Indianapolis at Work*. Recent issues, for example, were devoted to the construction industry, consumer credit, and retail groceries.

The work of local committees on economic education, growing out of college workshops and state programs of the Joint Council on Economic Education (444 Madison Avenue, New York 22, N. Y.), offers another illustration of community cooperation in a field identified with citizenship education.

Closely related in spirit to these undertakings is the practice in many cities of a "Career Day" or "Vocations Day," on which representatives of many occupations come to the school and assist in counseling young people who are in the process of making vocational choices.

The school plant—School buildings have an influence on the curriculum, especially on citizenship education. Just as poor housing for families may blight home life, so dark, dingy, and crowded school buildings may lower the quality of school living for pupils and teachers. Citizens committees and parents groups have taken

with special talents and abilities are being invited to the school so that students may gain the benefit of these special skills.

The understanding of citizenship objectives by lay citizens is essential if these values are to be gained. Parents help in the many problems of transportation growing out of field trips and the agencies visited must likewise cooperate fully, giving valuable time to do so, if the field trips are to result in effective learning. Lay citizens who come to the school to share their special talents or knowledge can be more effective if they understand the total program to which they are contributing.

Greater understanding of the community on the part of teachers themselves is an important part of these efforts. The Business-Industry-Education Day, sponsored by the local chambers of commerce and labor groups, has given teachers new insights as they have spent a day as guests of local business and industrial organizations. The other half of the program—Education-Industry-Business Day—gives local business leaders and employees a chance to see the schools at work with the community's most valuable resource. In many communities the orientation program for new teachers includes tours to the important points of interest in the city. In some school districts the inservice program includes a series of tours to industrial and historic points of special significance.

Some school systems have provided manuals for the guidance of teachers in making field studies. In Columbus, Ohio, for example, a bulletin outlines study trips for Grade IV. It gives detailed information about resources available at nine places that can be visited by bus. In addition, a lengthy list is given of places that might be visited on foot in various sections of the city, classified according to field of interest—"Early History," "Industries," "Recreation," and the like (7).

A valuable feature of a field trip handbook in St. Paul, Minnesota, is a 23-page introduction on the value of field trips, methods of planning and carrying them out, and practical suggestions for avoiding difficulties. The remainder of the handbook gives a carefully indexed list of 80 agencies, showing for each the contact person, the address and telephone number, streetcar lines, time for the visit, nature of the activity, desirable size of group, age level to which it would appeal, and related films and filmstrips, which might be shown in planning or evaluating the trip (18).

In order for adult education to make its greatest contribution, opportunities to study contemporary social and economic problems should be provided and efforts should be made to get people to assume their responsibilities as citizens in a democracy.

The administrator should first endeavor to discover what is already available in his community for adult education and, second, to find ways in which he can bridge the gap between what is available and what is needed. Here again, the community-wide approach brings the best results. A council on adult education is one of the means by which various groups can appraise the needs and share their services in meeting the educational needs of adult citizens.

In the specific field of citizenship education, adult programs have reported great increases in participation in forums, discussion groups, and other group activities related to civic and public affairs education (13:viii). Courses for leaders of local organizations have proved popular, and participants in adult-education activities have been helped in many ways to take a more effective place as practicing citizens in their communities.

One community school in New York State (Amherst Central High School) made the following response to a request for information on the impact of civic education thru the adult-school program:

Several thousand adults were enlightened regarding the functions of town government. Civil defense, elections of candidates, and other community problems were studied thru community forums. These have led to programs of action and increased participation in community affairs.

Twenty-four 21-year-old adults who voted for the first time this year were better prepared for their roles as citizens as a result of six meetings with town, county, and state representatives and a study of government planned and conducted by the local adult education program with the cooperation of the League of Women Voters.

Thirty foreign-born adults this year are learning English and are preparing for responsible citizenship.

Four thousand eighty adults saw a civil-defense film, "Pattern for Survival" and heard an explanation of the town civil-defense organization. As a result many volunteered for civil-defense work.

Two hundred and sixteen adults completed Self-Help-and-Neighbor-Help courses to prepare for civil-defense emergencies.

Deeper understanding of meaning of democracy and American traditions was developed in 64 adults this year thru film forums on "Great Men and Great Issues in Our American Heritage" and "World Affairs Are Your Affairs."

An advisory committee on adult education appraised the program of civic education, found it effective, and enthusiastically urged its extension. A number of people participated in the varied program of civic education and the number is gradually but steadily increasing.

the lead in many communities in working for improved school housing. They have helped also to interpret the need for a different type of classroom, if children are to have the experiences in school that will enable them to live as practicing citizens.

The old 24-foot by 32-foot classroom with its screwed-down seats and three walls covered with blackboards is no longer adequate. Rooms must be large enough to provide for the use of audio-visual equipment and for movement and flexibility in the class. Furniture must be of such type as to be easily arranged for general class use or for the use of small work groups. Bookcases and magazine and newspaper racks should be available, as well as storage space for maps, charts, and pamphlet materials, and filing cabinets for handy storage of reference materials. The room should have ample natural light and should be painted with cheerful colors. A great deal of bulletin board and display space should be provided at heights suitable to the children in the room.

In planning and designing school buildings, the educational program of the school and community must be considered. This is one reason why it is so important for schools and communities to have broadly-planned programs for citizenship education. The new school buildings that must be built in America to house the rapidly increasing school population can be designed for these programs. Functional school buildings, including all necessary facilities and placed on adequate sites, enhance the chances for success in programs of citizenship education.

Adult Education

The world crisis in which we are living calls insistently and ominously for a new conception of citizenship and for a bold and vigorous program of citizenship education to make the concept an actuality. And such a program will fall far short of its purpose if it is limited merely to children and youth now in school and college. In the years immediately ahead we shall be facing problems of social policy of very great importance and the choices between alternate courses of action must be made by the present adult population. For this generation at least, citizenship education at the adult level must be given a very high priority.

A well-organized program of adult education in a community will undoubtedly add to and strengthen the citizenship program.

nity that it serves (17). Few students of education would fail to agree that schools do build communities, provided the school relates its teachings to the needs of the community. The Sloan Foundation's Project in Applied Economics, altho not carried thru to the evaluation phase except in part, produced many demonstrations of this fact (16). When children in school studied materials that dealt with food, clothing, and housing, in terms that applied to the rural communities where they lived, improvements in these respects began to appear in their homes (8 and 16).

The work of community-centered schools everywhere is adding evidence of school-community cooperation as a means by which people improve the quality of living. The "Overview of Accomplishments" in five years of service by a cooperative program in Stephenson, Michigan, included 90 specific items, which are sampled in the following excerpts from its fifth annual report:

The Community School Service Program, as one community organization, does not take full credit for the accomplishments. The CSSP wants to be recognized as a "working partner" in the community of organizations anxious to work for the welfare of all.

A. Education Committee

Established new library quarters in the village of Stephenson. . . .
 Encouraged work-experience projects for pupils and completed projects such as (a) New lodging camp. . . .
 New painting scheme for school.

B. Home and Family Life Committee

Modified school curriculum by encouraging the school authorities to organize a course to be known as "Preparation for Family Living" with special emphasis on sex instruction. . . .

Organized and conducted forums, panels, and symposiums on many topics such as (a) Budgetary allowances of pupils, (b) The place of the father in the home, (c) Guidance services in public schools, (d) Mental health at home and in the school. . . . [11 topics listed in all]

Promoted Leadership Training Conference for all officers of midcounty area.

C. Recreation Committee

Organized a summer recreation program with full-time director. . . .

Promoted development of new parking area for automobiles. . . .

Developed, organized, and conducted community recreational survey . . .

D. Religious Life Committee

Organized a community choir for persons of all religious denominations.

Promoted campaign to reserve all Wednesday evenings for home and religious activities. . . .

Group leadership technics and other aids were supplied to numerous leaders of citizens committees and other community groups. Under well-prepared leadership these groups are awakening to their responsibilities as citizens and are participating with understanding more than ever before.

Cooperation was extended to other community groups, such as the Town Board, Red Cross, Civil Defense, League of Women Voters, and Service Clubs to help make their programs of civic education more effective.

The 38-page booklet in which the offerings in this adult program were listed carried on its back cover a score-card entitled, "What Is Your C.R.?" The page stated briefly a standard of excellence on each of the following 10 factors making up the adult's *citizenship rating*: voting, civic affairs, health, family life, leisure time, work life, community life, community service, spiritual life, and education (5:38).

A little dramatized but ongoing service of public adult education is the instruction thru which foreign-born adults prepare for American citizenship. Five and one-third million persons became naturalized citizens in the 31 years from 1921 thru 1951. No figures are available on the total enrolment in Americanization classes but the U. S. Immigration and Naturalization Service in an unpublished memorandum estimated that in 1951 at least 77,000 students were so enrolled, and in 1952, at least 90,000. These enrolments were greater than the number of citizens naturalized in either year.

The American people are becoming more and more interested in adult education and more and more school systems are sponsoring such programs. The wide-awake superintendent will recognize the possibilities for strengthening democracy and enriching individual lives thru adult education and will assume his leadership responsibilities in this area. Facilities of school systems, including buildings and libraries, should be made available for programs of adult education.

The American people probably have more opportunities for civic participation in the affairs of the public schools than in any other function of government. This is an important byproduct of our system of public schools, a valuable form of adult education that should be encouraged and recognized as such.

A Better Community

"The School That Built a Town" is a fable by a famous author, illustrating the idea that a good school changes the entire commu-

petent staff of teachers are indispensable in the best program of citizenship education. The adequacy of the financial support usually determines whether the school system likewise has kindergartens, camps, adult education, an enriched curriculum, good health instruction and services, an adequate guidance program, and adequate community services. These support and add to the effectiveness of the total educational program as well as to education for citizenship.

Guiding Principles

The vision and the attitudes of today's citizens help to shape the educational opportunities for tomorrow's citizens. As one who can inspire large visions and build goodwill in the community, the superintendent can greatly serve the community's children and youth. He has no clear roadmap to follow in trying to help the community to mobilize its best efforts for citizenship education, but he does have a few dependable roadmarkers in the following principles:

1. Broad vision and goodwill on the part of the men and women who make up the staff of the school system are the best leaven for developing like reactions in the community at large.

2. Almost any project within the scope of citizenship education can serve as a point of departure for a large-scale community approach to defining the objectives and evaluating the current program, with a view to its improvement.

3. Many citizens have too narrow an understanding of what is included in education for citizenship; a great task of leadership is to interpret the four essentials of knowledge, attitudes, skills, and activity to the parents and other adults of the community, and further to extend the concept that civic responsibility for the American citizen extends from his home to the international scene.

4. Lay citizens and school personnel working together on problems of citizenship education are likely to produce better results than either group working alone.

5. The average community is so complex that it is hard to represent all the possible groupings of citizens, but real study and effort should go into achieving as broad a representation as possible in studies of citizenship education.

CITIZENSHIP

Made a survey of elementary reading books to determine extent of learning experiences stressing moral and spiritual values. . . .

E. Farm and Land Use Committee

Organized and promoted pre-school conference for Menominee County Teachers on purposes and practices of soil conservation. . . .

Initiated Owner-Sampler Method of testing milk. The work is done in the school vocational department under supervision of a licensed tester. . . .

Organized and conducted a Rural-Urban Institute in which business, labor and the farmer participated to learn the technical and economic aspects of farming. . . .

F. Community Services Committee

Developed a long-term plan for development of the Shakey Lakes Park area. The work is to be done by the Menominee County Road Commission. . . .

Promoted and assisted with the organization of the Menominee County Tourist Council which now publishes over 2,000 copies of maps annually for tourist use. . . .

Organized and directed tree planting project in the Hodabas addition in Stephenson.

G. Health Committee

Organized and conducted blood-typing clinics for the citizens of the Mid-County area.

Organized and equipped a Medical Loan Closet which is housed in the Daggett Maternity Home. . . .

Health survey was promoted in the Mid-County area. The survey was conducted by the sociology department from the Michigan State College to determine the unmet medical needs of the area. (20: 12-17)

When the schools and the community work together on any community problem, whether it be the citizenship program or some other, the results are mutually beneficial. At their best, such efforts may virtually transform a community for the better.

Financing the Program of Citizenship Education

The people of a community should have schools as good as they need and want and not as poor as they will tolerate. After the community has decided what it wants its schools to do, the matter of paying for them must be faced realistically. The superintendent must furnish real leadership at this point. He must assist the community in its search for adequate financial support and, when that support has been furnished, he must see that it is used wisely, at all times keeping in mind the particular needs of his community.

Adequate buildings, administrative and supervisory staff, books and supplies, transportation facilities, and a diversified and com-

11. NATIONAL CITIZENS COMMISSION FOR THE PUBLIC SCHOOLS. *How Can Citizens Help Their Schools?* New York: the Commission (2 W. 45th St.), 1953. 56 p.
12. NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS, NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION, and NATIONAL CONGRESS OF PARENTS AND TEACHERS. *Hoppy Journey: Preparing Your Child for School.* Washington, D. C.: the Association, 1953. 32 p.
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17. PAGE, WALTER HINES. *The School That Built a Town.* New York: Harper and Brothers, 1952. 109 p.
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19. SEATTLE PUBLIC SCHOOLS. *How We Teach Citizenship Through the Social Studies.* Seattle, Wash.: Board of School Directors, 1952. 8 p.
20. STEPHENSON COMMUNITY SCHOOL SERVICE PROGRAM. *The Fifth Annual Report.* Stephenson, Mich.: Board of Education, 1951. 17 p. (Mimeo.)
21. STOREN, HELEN F. *Laymen Help Plan the Curriculum.* Washington, D. C.: Association for Supervision and Curriculum Development, a department of the National Education Association, 1946. 76 p.

6. Haste makes for poor thinking; cooperative community projects for building the program of citizenship education take time to develop and still more time for results to become apparent.

7. The chances are that a cooperative community study of the school program of citizenship education will propose some changes; the superintendent and the board of education should go as far as they can toward carrying out recommendations of the community unless there are compelling reasons to the contrary.

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4. AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. *The American School Superintendency*. Thirtieth Yearbook. Washington, D. C.: the Association, a department of the National Education Association, 1952. 663 p. See especially Chapter 6, "Better Community Leadership," p. 127-62.
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community's pride and of its associated activities. At best, the school and the community are so at one in their plans and projects that the walls of the school seem almost to disappear, as far as any barrier of understanding is concerned.

A Laboratory for Citizenship

A school that is close to community needs furnishes the laboratory in which community forces can be intelligently directed and community viewpoints and objectives can be broadened and harmonized. In such a school, children and youth can experiment with and learn to use effectively the elements of citizenship.

The school can supply an atmosphere wherein children participate democratically in the organization and government of the school. It can provide classroom situations that require the exercise of critical thinking and good judgment, the understanding of social values, and the practice of socially acceptable behavior. For these learnings to be realistic and effective, the school must arrange for their application in life situations of real concern to students and community alike.

In a pioneer culture, youth and adults work and learn together in the pursuit of shared community concerns. Problems of motivation do not arise. Today the school must seek to approximate as nearly as possible a desirable partnership of youth and adult in purposeful endeavor, thereby enabling both to gain respect for various viewpoints and to perfect methods of working together for the common welfare.

The realization that the face-to-face relationships of pupils, lay citizens, and school personnel contain the logical bases for citizenship education places new significance on the role of the individual school. Emphasis upon the program of the individual school in no way minimizes the significance of over-all system-wide planning. It realistically identifies the individual school as the logical center of initiation and development.

The School Building

The presence of the school building in the community is of tremendous importance. Its influence often determines the tone of community living. Thru the life within the school, the community's ideals and practices may be elevated. Whether the building is new

CHAPTER FIVE

The Individual School at Work

THE unit of the American public-school system with which people come in closest relationship and with which they feel the most intimate identification is the individual school. Consequently, what it *does* and *is* becomes of the utmost concern to them. It may be the remembered school which shaped their lives and influenced their thinking as they grew thru childhood to adult status. It may have a more immediate significance as the school in which their own children live and learn today. It may be the vital nerve center which sets the community tone and influences community thought and activity. The school may even be the main reason for its being a community. All other schools are unconsciously interpreted thru it, compared with it, and judged by it. It represents education to the citizens of its neighborhood, be it rural school, consolidated unit, village center, or one of many in a large city system. It is "our school" to its community.

In like manner the individual school in which they work assumes the highest significance to its teachers, principal, and noninstructional personnel. It is the symbol to them of the entire system and of education generally.

To its students this individual school is the most important factor, outside their homes, in their present existence. It is the center of their fondest hopes and aspirations, the source of their keenest interest, the provider of their happiest moments, and, in these uncertain times, the only stronghold of security and safety for many, alas, of the nation's children. To them, also, it is proudly and affectionately "our school," or even more personally, "my school."

The Significant Role of the Individual School

Whatever the program in citizenship for the system as a whole, it is in each individual school that the plan becomes successful reality or disappointing failure. In the school, citizenship becomes today's living experience, not something to be prepared for in a far-distant adult life. The school building is often the center of the

and community living confronting it. Personnel may be confused and be uncertain about making the transition from the rather general practice of teaching for citizenship only thru subjectmatter to a broader program which includes both teaching subjectmatter and guiding the learning activities of youth thru living processes and practices in school and community. Inexperience and lack of proficiency in democratic group technics and skills may cause pupils, personnel, parents, and other community members to hesitate. Community and school alike may feel the need for more information concerning the details and purposes of such a program, for an understanding of the need for such action, and for their participation in it. The realistic facing of such problems is one step toward a comprehensive program. Study and evaluation of existing practices are other steps which may lead to a coordinated plan of attack.

Identification of Problems

The school will find it helpful to define its problems and to clarify its concepts of citizenship. At the same time it will be concerned with arrangements for communication which will insure understanding among all participants. Definitions in terms of the qualities and functions of good citizens may be helpful.

Statements of objectives such as those quoted in Chapter Thirteen may offer help. For many schools, the problem is not to develop a statement of objectives from the beginning, but to think thru and adapt to the individual school a statement already drafted for the system as a whole. General principles may have to be restated in specifics that apply to the particular school. A concept worked out by a local school in terms of its own situation will be more helpful to that school than a general statement.

A group working on the objectives for citizenship would find the following counsel valuable:

1. Define citizenship objectives *in terms of behavior*.
2. Plan a program specifically designed to achieve these behavior patterns.
3. Develop an evaluation program which appraises *in terms of changed behavior*.
4. Make any program modifications which the evaluation indicates to be necessary or desirable. (15:65-66)¹

¹ See references at end of the chapter. The first number in the parentheses identifies a publication by its number in the list of references; the number following the colon refers to specific pages within the publication.

or old, the use that is made of its facilities and the methods of working within it determine the prestige it commands in the local community.

If a new school building is in prospect, parents, staff, and sometimes pupils should assist administrators and architect in planning. It thus may meet community needs and interests and contribute in the fullest degree to the living and learning to take place within its walls.

A well-equipped new school building in a blighted area may even be the means of raising community morale to the extent that economic conditions improve and there are noticeable improvements in civic behavior. In one community the police had to be on duty to prevent disorder when any public meeting was held in the dilapidated old structure which housed the local school. Such precautions were also taken after a beautiful modern schoolhouse was erected but soon were found to be unnecessary. The community was proud of its new school. Two elementary-school buildings in slum sections of one city opened up ways of living otherwise closed to children, thru providing facilities for bathing, for washing and ironing the families' clothing, and for meeting local needs in classes in home economics, health, and industrial arts.

School buildings set standards of order, cleanliness, and beauty for their communities. They raise community standards in their lunchrooms, rest rooms, clinics, and supply rooms just as potently as in classrooms, halls, and auditoriums. Ingenuity and concern on the part of school staffs, pupils, and neighborhood can transform a dreary, forbidding structure into one of warmth and beauty, which is all the more deeply cherished because of personal identification with its planning and accomplishment. A schoolyard which testifies to loving, thoughtful care can become a veritable oasis in the midst of factories and crowded tenements, or barren wasteland, or weed-choked grasslands.

The curriculum itself is shaped in part by the building. The presence or absence of building facilities helps to determine whether or not certain subjects and activities can be pursued.

Development of the School's Citizenship Program

The individual school, seeking to evolve a program of functional citizenship, finds problems from various areas and aspects of school

and community living confronting it. Personnel may be confused and be uncertain about making the transition from the rather general practice of teaching for citizenship only thru subjectmatter to a broader program which includes both teaching subjectmatter and guiding the learning activities of youth thru living processes and practices in school and community. Inexperience and lack of proficiency in democratic group technics and skills may cause pupils, personnel, parents, and other community members to hesitate. Community and school alike may feel the need for more information concerning the details and purposes of such a program, for an understanding of the need for such action, and for their participation in it. The realistic facing of such problems is one step toward a comprehensive program. Study and evaluation of existing practices are other steps which may lead to a coordinated plan of attack.

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Citizenship programs are often developed in response to a grave or pressing need, either an acute one of the moment or a continuing one of school and community significance. A definite statement of the need often clarifies the situation. If a problem must be solved, outlining it may bring it into perspective and clarify thinking. The problem of juvenile delinquency could be classified as either acute or continuing, depending upon the urgency for action, the degree to which the problem is rooted in community affairs, and the ramifications it has in other matters. A problem involving intolerance, prejudice, and intercultural understanding would in general present so many aspects and be so deeply rooted in the various relationships of family, school, community, state, nation, and world that it would require extensive, continuing study.

Inquiry and Evaluation

All schools must feel a constant challenge to make their citizenship programs more effective so that youth may become ever better fortified to meet the threat of critical world conditions and the exacting requirements of modern living. In their desire to reduce the lag between social change and school progress in citizenship education, individual schools must seek answers to searching questions on all aspects of their citizenship programs. Such questions as the following will arise:

What constitutes an effective program of citizenship education?

What organization of the school is most effective for administering or evolving a functional citizenship program?

What plans have other schools followed in citizenship education?

This last question is eventually asked whenever any group of teachers and administrators discuss citizenship education.

Individual schools are still responding to the challenge of the farseeing *Learning the Ways of Democracy*, which called upon schools "to make a general and coordinated approach to the study of democracy and democratic citizenship on the entire curriculum front," and added the suggestion that such a service rendered by even a few schools would be of value (24:119).

The eight schools participating in the Detroit study, for example, were given exactly this opportunity—each to work in its own way on its own problems in citizenship education. They undertook thru action research to find answers to these questions:



School Safety Patrol, Public Schools, Chicago, 1

In the school, citizenship becomes today's living experience, not merely something to be prepared for in a far-distant adult life.

What do schools do if they make good citizenship the chief objective? How do schools make a general attack on citizenship education? Are there specific citizenship activities which warrant inclusion in each school's citizenship education program? Are boys and girls any different if they attend a school which concentrates attention on citizenship education? (6:172)

Other individual schools have asked themselves similar questions as they sought to develop a citizenship program which would elevate their level of performance from *routine* or *imitative* levels to a *constructive* level of performance. Still other schools appraise their school's performance in citizenship learning and guidance by the levels of *complacency*, *adaptation*, and *productive action* set up in the 1943 Yearbook of the Department of Elementary School Principals (22:503-22).

While some schools may desire to initiate a more elaborate program of appraisal and identification such as some of those described in Chapters Thirteen and Fourteen, others may content themselves with observational records and appraisals of a more informal nature. Teachers, parents, and pupils in Illinois high schools are cooperating in studies:

1. To *decide together* what should be attempted in and thru each subject and service area of the school

2. To *decide together* which of the things they think should be attempted are, and which are not, currently being achieved to a reasonably adequate degree in their school

3. To *decide together* concrete and specific ways and means of achieving those of the things they think should be attempted which are not presently being achieved to a satisfactory degree. (8:8)

One matter of concern should be the identification of the practices in the school thru which it strives to give boys and girls opportunities for practicing citizenship from the time they enter school until they leave it. In making such an identification a school would find it helpful to check its activities, grade by grade, against the following practices reported by 290 Ohio school superintendents:

1. Teachers and other members of the school staff are encouraged to take part in community activities. This includes cooperating with volunteer agencies, working with civic groups, joining organizations such as the League of Women Voters, etc.

2. Pupils help each other and the school through proper care of school property, helping in the cafeteria, hall duty, safety patrols, improvement in appearance of rooms and grounds, etc.

3. Each school is encouraged to adjust the citizenship education procedure to fit its specific community needs.

4. Pupils participate in the government of the school, and their responsibility increases as they mature intellectually and emotionally.

5. Local community resources such as the courts, police, health officials, and taxation bodies are used by the schools to present a realistic picture of present conditions. Those resources include field trips by the pupils, use of local officials for class or assembly, etc.

6. Students are taught, through organized experience, to evaluate and discriminate in their use of radio, books, magazines, newspapers, and motion pictures.

7. Teachers have made a serious effort to increase the amount of teacher-pupil planning in order to give practical guidance in democratic procedures.

8. A definite part of the educational program in each school is devoted to intergroup, intercultural, and international education.

9. Work experiences are planned for pupils in public and private organizations, such as the Red Cross, Community Chest, hospitals, settlements, recreation agencies, etc. This enables them to discover what is involved in the work of these organizations.

10. Through an organized curriculum plan, pupils discuss, plan, and act on problems related to their own lives.

11. Young people are given an opportunity to work with adult city, county, or neighborhood committees on education, recreation, educational and vocational guidance, etc.

12. A course of study in citizenship has been developed which indicates purposes, materials, and projects for the different grade levels.

13. Summer programs are developed to give pupils experience in directing recreation, work experience, conservation, etc. (5:iv)

In keeping with the concept of widening circles of citizenship which is basic to much of the discussion in this Yearbook, a 14th item might be added to the foregoing list, worded as follows:

14. Pupils share in experiences which enable them to accept ever-increasing responsibilities for participation in activities at local, state, national, and international levels of concern.

Planning for Progress

In too many communities the teaching of citizenship seems dependent upon individual teacher and pupil initiative rather than upon a plan of coordinated action for the entire school program. Over-all planning is necessary to make it possible for teachers to work freely and effectively. Done well, this central planning provides a setting for the exercise of initiative and imagination on the part of individual teachers.

Such a setting may be found in a unified program for developing citizenship wherein provision is made for continuous growth through agreed-upon objectives, a pooling of all resources, and consistent assuming of responsibility.

In planning for citizenship in terms of behavior objectives, schools must consider the emotional needs as well as the physical, social, and intellectual needs. Programs must be worked out in harmony with the best available knowledge of child growth and development. Much consideration should be given to the question of what constitutes good citizenship practice at various age, grade, and social levels, and general agreement reached. A gradual growth pattern of maturing concepts of citizenship should be studied and interpreted.

Inventories are needed to identify the resources in the school neighborhood and the community as a whole for activities which can suitably provide an extension of the school's program. Neighborhood and community activities must be evaluated in the light of the contributions youth under school guidance can make to them. Community problems must be identified and outlined. Thus, the community serves as an extended classroom in supplying resources for the socio-civic laboratory of the school. Much planning and research are required to compile such an inventory:

To develop a systematic file of sources of social data in school and community calls for careful initial planning. It requires the cooperative work of many individuals—teachers, students, and persons in the community. The effective use of such a resource file requires continuing search for resources, and an accurate record of which specific resources have been used—when, how, and with what learning results. (1.151)

Planning in which entire school faculties participate is necessary to be sure that all teachers will have opportunity to see and evaluate the wealth of material available. Such carefully organized reference materials as those prepared by the Citizenship Education Project deserve careful analysis by teachers of all school subjects.² Likewise, the pamphlets of the Civic Education Project³ and various other helpful series of current publications will not find their way into the classrooms unless the teachers first become familiar with them. Routine examination of the current listings of new instructional material, such as provided in each issue of *Social Education*, will help to make current items quickly available.⁴

² See Chapter Fourteen, p. 381.

³ See Chapter Fourteen, p. 373-74.

⁴ *Social Education*, published monthly October thru May by the National Council for the Social Studies, a department of the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. Monthly listings of "Pamphlets and Government Publications," "Sight and Sound in Social Studies," "Book Reviews," and "Publications Received."

Curriculum planning that deals with such questions as the gradation of content, the issue of topical versus chronological study of history, the introduction of separate courses in contemporary affairs, and the interrelations of history and geography are usually approached in a large school system by central curriculum departments or by the work of subjectmatter specialists. In smaller school systems, individual school faculties may need to consider them independently. In large school systems there will be the need for each school to adapt and reconsider the work of central committees.

Another area for joint planning by teachers, pupils, and parents in each individual school is the place in the school curriculum of student activities which formerly were considered extracurriculum. Among these activities are assemblies, clubs, school service groups, traffic safety squads, and student councils. They reflect the idea of cooperation and working together embodied in the term "student-faculty participation programs" (14:11). The appraisal of their contribution to training for leadership, to skills in practical problem solving, and to understanding and practicing group processes is a major concern for each school. In addition, some schools may find it necessary to clarify the relationships between the more traditional curriculum programs and these participation programs.

In the field of school counseling and guidance are abundant opportunities for thoughtful study and planning. Improvements in all the special services which the school makes available to pupils needing them are possible thru intensive group effort.

Parents and teachers in some schools are concentrating attention upon the work of the school and home in character growth and the development of moral and spiritual values. Other groups are examining the ideas and objectives of the movement for Life Adjustment Education in the light of its potential contributions to both secondary and elementary schools (32). The concept of the community school and its possibilities may absorb the wholehearted endeavor and constructive thinking of many groups (7).

It is impossible for a single school staff working with the most interested and cooperative parents and pupils to engage effectively in all the many fields of planning concurrently. An equitable division of responsibilities would make it possible to work on several different problems and for the separate groups eventually to share in the findings and recommendations of all.

Organization of the School for Citizenship

In any individual school where energies are devoted to the development of a functional citizenship program, organization of the school largely determines the atmosphere for learning and the quality of living within the school environment.

Shared Responsibility

A democratic organization of the individual school provides for teamwork, and for the appreciation of the contributions of all members. It accents always the "we" and "our" of school problems and successes. It frees, encourages, and shares and does not autocratically limit or control. In such a school organization the mechanics of administration are most effective when least evident. Shared responsibility on the part of all who live and work in the school replaces vested or delegated authority.

The environment of such a school is characterized by spontaneous friendliness that generates confidence, assurance of acceptance, and a feeling of belonging. Such an atmosphere can be sensed more easily than it can be described. It is apparent in the reply of the kindergarten child who sought the principal of the school. When a teacher asked her why she wished to see the principal, she replied simply that she wanted to tell her, "Good afternoon." It manifests itself in the interest with which children attack their schoolwork, in the eagerness with which they assume responsibility, and in the pride they show in the achievements of others. It shines in the eyes of the president of the student council and is reflected in the beaming smile of the primary-school child who has assisted as hostess in the daily serving of the mid-morning milk, and of the lad who delivers messages for the principal.

The mutual helpfulness and willingness of all members of the school staff to share indicates a feeling of partnership. Such teamwork constitutes the orchestration of the greatest variety of interests and talents, and results in harmony, mutual respect, and liking.

The organization of a school which facilitates in a maximum degree a continuous flow of democratic learning must be flexible and fluid. Thru the effective use of committees and work groups more purposeful staff participation can be achieved. Committees can be organized on appointive, sociometric, volunteer, and elective bases.

An all-school advisory committee of teachers, other school personnel, pupils, and parents can work with a school principal to plan the basic principles and formulate the policies for school organization and activities. Thru an integrated plan of committee functioning, vertical committees study and arrange for the continuous growth of pupils and avoid grade-level stratification, while committees organized on a horizontal basis consider problems, materials, and activities of the different levels or grades. Special interest or specific problem groupings result in a dynamic attack upon pressing concerns. Committee functioning elicits creative and social skills and trains for leadership. Thus, "committees are the machinery created to move living forward in a vital, stimulating way; if they do not serve this function there must be re-evaluation" (25:13). Occasional reorganization of committees may normally be expected. Committee organization and functioning thus cuts across subject, grade, and interest lines when problems necessitate and at other times follow these same lines.

Policies of voluntary cooperation have proved to be productive of good results. Coercion by means of conventional status-position methods can be avoided by: (a) starting with problems that are real to teachers and pupils; (b) working cooperatively on these problems, and (c) locating leadership in the school or group (17:20). An organization free of "authoritarian philosophy and tradition is likely to produce the kind of atmosphere, the quality of living that young people must experience before an understanding of, belief in, and commitment to democratic values can be fostered and developed" (17:395).

Leadership by the Principal

Teachers, pupils, patrons, and community traditionally look to the principal of the school for leadership in developing the citizenship program as in any other all-school activity. They feel that in many cases the school is "but the lengthened shadow of the principal" and that "as is the principal so is the school." But if the school is to provide the democratic setting so essential to youth's citizenship experience, the leadership of the principal must be a shared function which progressively generates leadership in others. The understanding principal avoids both the authoritarian and

laissez-faire concepts of leadership. He seeks to use wisely his role of democratic leader by "(1) improving the human relations within the group; (2) furnishing expertness along certain lines; (3) generating leadership in others; and (4) coordinating the efforts of others" (3:129). As group action becomes more effective, the principal should gradually assume the role of consultant or resource person. His leadership must be always a constructive and understanding one, a leadership based upon ability, not position; upon service, not dictation.

Educators, and especially principals, are becoming increasingly aware of the need for such democratic leadership. A recent symposium on "The Emerging Role of the Principal," envisions broad horizons in the areas of democratic management and organization, instructional improvement, and school-community relations, aspects that deal vitally with a principal's leadership toward total school citizenship (23). Another symposium, "The Unique Job of the School Principal," provides, thru the eyes of experts, a composite picture of the many-sided role of the principal as community leader, educational statesman, executive, and democratic administrator. It emphasizes the fact that administration is secondary to the principal's role as creative leader of a living social institution (27).

The principal's role is one of coordination, facilitation, inspiration, and consultation. Thru his influence his school can provide an optimum educational climate which stimulates staff, pupils, and parents to plan, experiment, study, discuss, and share. He thus becomes a kind of human engineer as well as arbiter and compromiser. He harmonizes central administrative policies with those of the individual school. Another function most essential for understanding and confidence thruout a school is effective communication among all members. Interpretation and exchange of information and opinion is as important within the school faculty as it is in school-community relations. Here the principal can contribute greatly to the understanding and friendliness of all partners in the school setting.

Leadership by Teachers

The key role of teachers in citizenship education is generally understood and valued.⁵ No one else in the school has so great an

⁵ See Chapter Eight, p. 181-92; and Chapter Twelve, p. 314-19

influence on the citizenship of school pupils thru individual example in participation and thru the learning-and-living situations of the classroom. The teacher is the guide. His is an "assignment to democracy," a contract for "building for a world in which the keystone is peace." As a specialist in the interpretation of democracy he educates for human understanding, for freedom, ever-broadening for responsibilities, and for an enduring civilization in a period of most profound social tension and reconstruction (4:7. 10:198-200).

If teachers are to meet the challenge of planning and guiding the citizenship practices and democratic living of their pupils, they must have specific preparation. Thru inservice or preservice training they must gain professional skill in group dynamics, in problem solving, in the technics and guidance of group discussion and decision making, in the use of varied mediums and materials, and in guiding such learning experiences as socio-drama or role playing. They will need to identify opportunities for school and community service and will be able to guide service activities and to participate in a democratically organized school program.

Much depends, too, upon the modern teacher's understanding of child growth and development and the multiple needs of childhood and youth, socially, emotionally, physically, and intellectually. In this vast field of meeting developmental needs and of supplying wise guidance to youth, all teachers welcome help and understanding. A teacher's professional spirit and conception of teaching as a challenge to creativity and service are vital factors, also, in his success in helping children achieve democratic citizenship. Adaptability and initiative as well as ability to cooperate and to respect the opinions of others are valuable assets in a democratic school situation.

While the setting up of workshops and other means to provide these inservice opportunities for teachers has generally been done thru the coordinated efforts of school systems and colleges or universities, some individual schools have instituted their own local plans. The faculty of Kerby Elementary School, Grosse Pointe, Michigan, holds a short workshop each fall soon after school opens, at which problems of staff and school are studied in an informal camp setting. Here teachers share duties and enjoy social and recreational opportunities to know each other better while identifying and studying some problem of common concern. One such

workshop held by this group resulted in the building of a file of human resources of the community which has expanded and enriched the school's curriculum and improved school-community relations (9:122-25).

Influence of Noninstructional Personnel

In the well-rounded teamwork necessary for the maximum functioning of the school many people contribute valuable service to the citizenship of school children besides the teaching staff. All who work with and for children may significantly influence their citizenship. The custodian occupies a strategic position. In Pueblo, Colorado, the people have named a school building for George "Pop" Spann, recently retired custodian of Risley Junior High School. In addition to making their school home a comfortable and pleasant place conducive to the learning of order, cleanliness, and habits of work he cooperated with pupils and teachers in the execution of many school projects, guided the children's efforts, and often influenced their conduct by his good advice and example. Depending somewhat upon the type and size of the school, the same kind of service may be rendered by bus drivers, school nurses, social workers, secretaries, clerks, and many others.

The school nurse may exert a great amount of influence in the development of desirable citizenship thru her talks with classes and individuals about health procedures and attitudes, thru her encouragement of positive relationships of helpfulness and thoughtfulness to those who are ill, injured, or hospitalized. Some nurses have done much to help pupils give tangible expression to such concern by means of card showers, a basket of fruit, a bouquet, a simple remembrance, or a friendly telephone inquiry.

Enlisting the Participation of All

Recognition of the fact that the school is but one of the agencies thru which the education of the community's youth is achieved in no way detracts from the school's responsibility in this complex, joint undertaking. Rather, as the only one of the community's institutions which devotes all its energy to education, it is ideally the one to exercise leadership and effect cooperation among other forces. If the community is to serve with the school as the laboratory in which vital problems are attacked under the guidance of the

school, representatives of local community groups should contribute to the formulation of policy, the carrying forward of school-community projects, and their constant evaluation. The kind of citizenship program the school initiates and pursues is of vital and personal concern to them. Furthermore, no program of citizenship developed by the school has any appreciable chance of success without wholehearted acceptance by the community. Parents and other citizens, in effect, are also teachers and counselors in citizenship education. However, parents need the guidance and insight which school personnel can give them to make their contributions effective. School staffs thus serve as community counselors as well as joint planners.

The organization of a neighborhood coordinating council of representatives—the PTA; churches; youth organizations; welfare, recreation, and civic groups; government; and interested groups from industry and labor which are represented in the local community—is essential to coordinate programs and unify action in citizenship education. Such a group serves a local function similar to the larger community councils mentioned in Chapter Four.⁶ Smaller committees of parents, pupils, and school personnel organized less formally function for varying lengths of time in response to different needs arising from current circumstances. Such a flexible arrangement could work in almost any framework of system-wide school organization, of legal requirements, and of community tradition and custom. A local council of this type has been called “the heartbeat of the neighborhood” (21).

Such projects rely upon the human as well as the physical resources of the neighborhood. School safety programs, the provision of recreational facilities, school-community clean-up campaigns, and programs of citizen internship, to mention but a few, involve many community members and groups.

The National Council on Family Relations suggests appropriate ways for improving interagency relations which are apropos to intergroup functioning in a school-community partnership, as follows:

Clarify individual roles and work to co-workers.

Initiate activities to know other workers.

Assume equal ability, good faith, creativeness, and a social concern in other people—lay people as well as professionals.

⁶ See p. 23.

Concentrate on the job to be done.

Make use of the resources of others.

Open the channels of communication

Check for adequate representation on all committees. (20, adapted)

The School Program for Citizenship Education

What is the outcome, for citizenship education, of this planning, this marshaling of the school's resources? Each school will do many things differently from every other school but there are certain broad areas of action that cannot be neglected if children within the influence of the school are to grow in citizenship.

As in the system as a whole, so in the separate school, the scope of citizenship education is seen to extend in ever-widening circles of responsibility from home and school to nation and world. The major elements in the program of learnings are: helping the learners grow in knowledge and understanding of human relations and their interaction with the environment thru the long history of humanity the world over, building attitudes of loyalty to democratic ideals, developing habits of critical thinking and skills in problem solving, and providing many opportunities for the practice of civic service to school and community. As a means to making these learnings possible, the meeting of basic human needs is a prerequisite.

The meeting of individual needs is approached thru personal counseling and many types of individual services, and thru the maintenance of friendly classrooms where children can be accepted and helped toward maturity. The "course of study," or whatever the framework of intellectual learnings in the school system is called, supplies the basic approach toward providing knowledge and understanding, critical thinking, and problem-solving skills. The building of attitudes of loyalty and the providing of opportunities for civic service are fostered within each classroom but many types of school-wide planning and activity are also necessary.

Counseling and Pupil Services

Schools, homes, and their local communities are benefiting greatly as individual, family, and school members are becoming ever more aware of the contribution that the counseling and special guidance rendered by the forces of the school make to the citizenship program.

Guidance is a major function of a curriculum based upon the life experiences of young people. It should include:

1. Opportunities to solve in a group situation problems which are common to the group.
2. Provision for each individual to solve problems which are solely his concern.
3. Designation of a teacher who assumes major responsibility for the guidance of a number of students; making provision for the teacher to know each student well.
4. A continuous relationship, in both group and face-to-face situations between the counseling teacher and the student. (2:86-87)

Elementary and secondary schools are equally in need of personnel services for pupils. Some schools have a complete program which utilizes the efforts of teachers, guidance specialists, psychologists, social service workers or visiting teachers, counselors, homeroom sponsor teachers, special education services personnel, and health counselors (e.g., nurses and doctors). Such a program makes possible a cooperative arrangement of planning, easy referral, effective communication, and informal, free sharing of understandings and information, supplemented by joint study. Other schools have not been so organized or situated that they could develop such an extensive service. No matter what assistance is available, the good teacher carries a major job of counseling and guidance himself in meeting the needs of individual pupils.

There is growing recognition of the key position occupied by classroom teachers in the counseling of students and an increasing tendency to arrange for teachers to work with children for longer periods. In some situations the primary teachers keep each group of pupils for two or more years. Teachers also have greater opportunities for counseling by the organization of definite classes in guidance, by the assignment of smaller groups to teachers, by groupings of classes as in the core programs, and by block plans of scheduling one teacher for two or more periods with one group (17:248-90).

Counseling is but one of a number of services which the individual school may draw upon in developing its program for citizenship education. The school library, for example, is increasingly integrated with classroom work as well as with the cooperative out-of-class activities of pupils. The trained librarian who is also a teacher helps in meeting the basic needs of pupils, and opens windows of understanding to the realms of civic responsibility beyond the local

community. Barriers of time and distance are lowered by well-selected books and other reading materials from the library.

Health counseling and service which may lead to better habits of rest and work, or the provision of needed glasses, or the amelioration of some physical handicap, are important phases of the citizenship program. The school lunchroom, with its many opportunities for experiences in human relationships and for the rendering of group service on the part of pupils, has an important place in the program of citizenship education.⁷ In rural school systems and some urban ones the whole program of school transportation, which brings children under direct control of the schools for many hours each week, needs to be carefully evaluated as an important adjunct to the citizenship learnings of pupils.

As systems of child accounting are perfected teachers have available a continuous story of each child's progress. Records on health, on standard test measures, on achievement of school standards, and on anecdotes that reveal personality needs and successes are made accessible by well-kept records.

Friendly Classrooms

Of major importance in citizenship education is the climate of learning which every classroom provides, either helpful or the opposite. The first requisite is that it have a friendly, comfortable atmosphere, as nearly devoid of tensions as possible, in which each child is accepted as a worthwhile, interesting human being. It should provide opportunities for children to assume responsibility for their own actions, to plan and evaluate their own activity in line with their needs, abilities, and purposes. It should make possible guidance and practice in the technics of group procedure and discussion. In such classrooms teachers and pupils enjoy working together, are eager to participate in class activities, and cooperate in making and carrying out all plans. There is little aggression or hostility, much sharing of responsibility, and cooperation. Standards of achievement are in line with the maturity and ability of the group and procedures vary to meet the needs of the group or situation.

Individual schools working to better the social and learning climate within classrooms should find the following statement helpful:

⁷ See Chapter Eleven, p. 268.

1. A school committed to democratic values seeks to be a friendly school.
2. A school committed to democratic values is organized and equipped throughout to promote learning.
3. A school committed to democratic values makes definite provision for the direct teaching of those facts, knowledges, and skills that are essential for the good citizen.
4. A school committed to democratic values endeavors to help children both to understand and to practice living democratically in the larger community.
5. A school committed to democratic values makes provision for skilled assistance to the children with unusual needs or problems in human relationships. (31: xi-xiv)

When boys and girls experience a democratic atmosphere of co-operation and mutual respect within a classroom, the fundamental premises upon which our country is built become meaningful to them. To try to teach or learn democracy while living under authoritarianism within the school and classroom is to wage a losing battle. When teachers, whatever their area of instruction, realize that each classroom is a miniature replica of life in a democratic society, the learning situation keyed to tolerance and mutual respect will help stimulate the desire for knowledge.

Opportunities for Growth in Knowledge and Understanding

Each school has its own responsibility for making the program of organized class instruction and pupil activities offer to its pupils the utmost in broad knowledge of the record of human experience and an understanding of the values underlying sound human relationships. At each age the child is capable of growth in understanding the principles of civic responsibility in the home, the school, and the widening communities beyond. In the well-organized school the classroom teacher has at his disposal when needed the textbooks, the library books and reference materials, the supplementary documents, the audio-visual aids, and the teaching supplies of all kinds essential to effective learning. The school is administered with the minimum of interruptions to activities planned by teachers with their classes. Supervisors, curriculum specialists, the whole resources of the school system are enlisted by the principal for the instructional assistance of any teacher on request. Each curriculum area, each pupil activity is recognized as a potential source of information and understanding for the growing citizen.

Often the teacher who is working on the building of civic knowledge and understanding has need of special help in arranging for excursions or activities outside the regular classroom and off the regular class schedule. Only by planning and cooperation which involves the central office and sometimes the school as a whole can such activities be made possible. The wise principal is resourceful in finding ways to solve the problems of cooperation involving parents, other teachers, and the outside community. The responsibility of furnishing youth with vitally-functioning knowledge and understanding is shared by all teachers and leaders of the school.

Opportunities for Development of Civic Attitudes

When faculty and students of an individual school examine the avenues at their disposal for developing the attitudes of loyalty and devotion so requisite to citizenship and our American way of thinking and working together, they find many opportunities in the school's program of special observances, assemblies, and treasured traditions.

Committees of the school can profitably map out the year's schedule of observances, plan for suitable ceremonies, and allocate responsibilities. High on the list is the school's observance of Citizenship Day, September 17. In order to broaden the base of participation, committees assume the responsibility for planning the observance of individual days and occasions. The planning and carrying thru of such activities enlist the contributions of all curriculum fields and activities, may call upon the service groups of the school, and present opportunities for guidance and instruction of pupils. Some programs are the responsibility of a school club when the occasion is closely allied with the interests of the club. These observances not only furnish the means for arousing feelings of loyalty to democratic ideals but also lead to research, expression, organization, and the practice of numerous skills.

School groups will want to plan for effective and impressive ceremonies such as the daily raising of the flag, the salute to the flag, the pledge of allegiance, and the singing of the national anthem and other patriotic songs. An understanding of the significance and meaning as well as historical background of such symbolic observance grows from several subject fields.

All schools have their special observances which are uniquely their own and have become a part of their cherished traditions. A milestone in the history and organization of the Arsenal Technical Schools in Indianapolis is Supreme Day. It marks the anniversary of the Supreme Court Decision of May 27, 1915, validating the granting of the land, which had been federal property, for public education. The observance is of deep significance to the students. In addition to planning and sharing their school activities with citizens of the city, the occasion provides the chance to learn the rich local historical background which is associated with it.

In the development of worthy attitudes the individual school will employ wisely the resources of curriculum, special programs, service groups, student government, and counseling and guidance services.

Opportunities for Growth in Problem Solving

The intelligent identification of and attack upon problems and their satisfactory solution draw heavily from every school subject field and area of activity, utilize skills and practices from all class procedure, and mobilize understanding and insight available from any research or experiment.

Critical thinking, suspended judgment, painstaking analysis, as well as essential content and pertinent information, can be applied in the solution of problems and the performance of socially significant activities by all departments of the school.

Problems may stem from any part of the school program and may draw upon any and all resources of the school for adequate solution. Some confront learners in subjectmatter classes, as illustrated by the following:

The problem of books disappearing from lockers aroused the concern of a group of eleventh-year English students in a senior high school in Talladega, Alabama. Boys enrolled in the Diversified English course, players on the school football squad, and a few girls composed the class. Few had shown previously very much interest in their English classes and some had experienced great difficulty with the work. Now confronted with a problem vitally concerning themselves, all joined in discussion and organized themselves into groups for research and planning. Group shared with group, "buzz" sessions kept interest high, class discussion formulated specific suggestions for a school honor system. The matter of the honor system was presented to a special assembly of the entire student body by a panel selected democratically from members of the class. The plan was accepted enthusiastically by the students. Assisted by the school librarian, who was sponsor of the student council, the boys developed a colorful bulletin board in the form of a gridiron, depicting the successful progress of the honor

system. Individual student evaluations of the many-sided work of the project were followed by the writing of group creeds to be considered for adoption at the beginning of the following school year, for the students realized that the honor system could not be built in one year and that they must continue to work vigorously and purposefully to make it function. Property around the lockers and about the school became safe and unmolested because of the efforts of this class, as the student body assumed a responsibility for the common welfare of the school.

According to the Illinois Curriculum Program Citizenship Education Project, a project in real citizenship activity "typically grows out of a unit of study in American history, civics, sociology, English, or science where the students have identified some school or community problem which they would like to investigate further or do something about" (11:2). Literature and the various languages have tremendous importance in the real understanding of the various cultures and folkways represented in a community, an understanding which could be a crucial factor in an equitable solution of a community recreational problem or the need to unify diverse elements brought together in one school thru redistricting of school communities. The activities of the music and art departments aided by the PTA-sponsored "Family Film" nights served to create understanding in a critical interracial situation in one elementary school.

Principal and teachers, when sensitive to the implications for citizenship education, can make the most of the learning to be gained thru the solving of problems of individual and group relationships that arise in school life. When there is full parental understanding and cooperation in the development of a school's policies for dealing with problem situations, the effort to solve a school problem sometimes contributes to the solution of a community problem as well. There is special need to recognize the broader implications of any problem situation or discussion which may have its origin in influences or forces rooted in the state or national community or even in the international scene.

Opportunities for Civic Service

Only by schoolwide planning can the values suggested in Chapter Eleven, "Practicing Effective Citizenship," be made a reality. Student government and the many types of school and community service which provide so rich a laboratory of citizenship call for the cooperation of many different classes. Unless the principal and

school as a whole regard such activities as significant parts of the total citizenship program, their contribution will be meager. Co-operatively planned, understood by teachers, parents, and pupils as ways of learning, these activities are the very capstone of the program of citizenship.

The average parent or lay citizen is amazed to learn of the variety of services that group living in a public school make desirable. In Chicago, a survey was made among the 44 schools of one elementary-school district (kindergarten thru Grade VIII) of the types of service groups organized within the schools (30:19-28). Following is a partial list:

Junior Cleanup	Supply Boys	Mimeograph Squad
Newspaper Sales	Bell Ringers	Outside Messengers
Line Helpers	Library Aids	Protective Patrol
Basement Guards	Visual Aid Boys	Home Area Squad
Hall Guards	Play Leaders	Chair Squad
Safety Patrol	Kindergarten Helpers	Radio Squad
Fire Drill Helpers	Science Exhibit Boys	Adjustment Room
Lawn Guards	Book Room Helpers	Helpers
Flag Detail	Pages, Hosts	First Aiders
Lunch Room Helpers	Bicycle Monitors	Assembly Crew
Milk Boys	Air Raid Aids	Exhibit Committee
Office Helpers		Public Address Detail

Many of these groups enlisted children as young as Grade IV; a few even used Grades I and II.

Problems are frequently met and solved thru the organization of service groups, such as the Boys' Safety Patrol and the Girls' Service Patrol of the Washington Avenue Junior High School of Savannah, Georgia. These groups, which were set up to improve the conditions for orderly learning, worked as follows:

1. Organized to make necessary rules for the good of all and to provide means for making these rules effective.
2. Planned to improve safety in the school, to secure a quiet atmosphere in the halls conducive to study and the orderly procedure of classes, to inspire in school pupils pride in the conduct and care of the lunch rooms.
3. Served in the school office, infirmary, rest rooms, and lunch rooms and provided responsible service whenever the school building was open for any school or community use.
4. Shared ideals and progress of the school services through radio panel discussions and talks to school groups and assemblies.

In the Creighton Elementary School, Phoenix, Arizona, the girls who serve in the Patrol Girls' Club must pass a citizenship test on

ideals, standards, and purposes in order to belong to this service group whose activities cover various duties of responsible school service. This emphasis on the attributes of good citizenship serves to focus direct attention to those attitudes which the school strives to develop and nurture.

The field of student self-government, whether regarded as an integral part of the curriculum or as a co-curriculum activity, embodies a potent force for the achievement of functional citizenship. Many schools make it a vital experience in which pupils learn the ways and acquire the habits of democracy and representation, of leadership and followership, of cooperation and shared responsibility, of decision making and problem solving, thereby developing their abilities to act effectively as citizens. Some schools include a course in "student participation" or "leadership training" in their curriculum offerings.

As Chapter Eleven indicates, there is great variety in the plans of organization and representation as well as in the scope and effectiveness of the various forms of student government. Some schools use all-school forums and committees in addition to the student council. Student representatives may serve in adult organizations in their "student-faculty participation" relationships for the meeting of schoolwide problems. All schools working out programs of student self-government are faced with the problem of maintaining communication between the council and the constituent groups as well as the greater, more fundamental problem of giving the council jurisdiction to plan in certain areas without adult veto (19:197-98).

Each school has to work out its own pattern of organization, one that seems congenial to the student body and faculty. Few phases of citizenship education are more important or more deserving of careful thought and planning on the part of all concerned.

Student leadership has led the movement in many communities for transforming Halloween from an occasion for vandalism into a period of community service and improvement. The success of these efforts depends not only on the enthusiasm of the children and youth concerned, but on the support of the school as a whole, as demonstrated by principal, teachers, and other citizens of the community.

As understanding adults work with youth toward the attainment of responsible citizenship, they are often awed and humbled at

the potentialities youth reveal for such high endeavor. As adults observe the civic services rendered by youth, they realize anew the truth of this observation:

There is a tremendous reservoir of physical and mental energy, of idealism, of enthusiasm for heroic conduct and self-sacrifice that naturally wells up in our children and is a never-failing source of wonderment to discerning parents and teachers. We have up to now carelessly allowed this exuberance of spirit to fritter itself away on learning and practicing the threadbare routines provided in our homes and schools, or to go underground and be wasted in youthful and adult delinquency. We must not fail our children in this emergency. They are yearning for guidance to direct their spiritual and mental resources into channels leading to worthy ends which they can understand and sympathize with. If we encourage them to express their innermost feeling, they would pray to us for "more works, less words!" (12:199)

Continuous Evaluation

Schools desiring to improve their programs of citizenship engage in continuous evaluation in terms of accepted goals or objectives. They use instruments of formal evaluation from time to time to see if they are progressing in attitudes and skills. They survey school and community to note any improvement in ways of working together, of planning, and of solving problems. They carry on informal day-by-day evaluation. A kindergarten child can be expected to tell some reasons why he had a good day in school, and with a little help to see what made it good, and what he must do to make it better. Primary-school children have evaluated their day's activities most successfully at the close of the school day in terms of the simple objectives they set up in the planning in which they participated at the beginning of the day.

Observational records and anecdotal or narrative records are helpful, as are interviews and conferences. An individual school will want to explore different possibilities and select those of most value locally. The matter of adequate pupil appraisals or grade or report cards concerns all schools and the pupils and communities with which they work. Many schools that have used reporting to parents as a point of departure have improved the citizenship of the pupils and the entire school program as well as communication and understanding between school and home. All individual school groups will profit materially from an acquaintance with some of the ways that other groups have evaluated their school citizenship programs. Chapter Thirteen gives many helpful examples.

In the final analysis we cannot adequately evaluate growth in citizenship until we watch youth practicing it effectively thru improved living. However, growth may be manifested by such signs as good sportsmanship at games, more responsible behavior on the school bus or street car, the reduction of juvenile vandalism, an excellent safety record, aroused and quickened community spirit and participation, active youth service in civic groups in school and community, joint planning and shared pleasures and endeavors, improved conduct and responsibility at the local movie theater, to mention but a few common examples of the success of a school citizenship program.

Living Citizenship in the School

As the child comes to school he brings with him in varying degrees the whole community environment as well as his own personal qualities and need. Thru his acceptance as a worthwhile individual, whose contribution is essential to and prized by the group, he acquires social competencies for living effectively in our democratic society. The school is equally concerned that his development contribute to the creation of a better society and culture, and that his competencies serve to advance the democratic ideal.

Furthermore, the school of today as it seeks to build for citizenship faces a double responsibility. It must make sure that youth function as citizens in the activities and life of the school and the community today. It must make sure also that they grow in those abilities which will prepare them for the civic problems they will face in later life, when the kindly guidance of home and school is no longer available, as citizens of an increasingly complex society.

The schools have done a good job of supplying information thru the teaching of history and social studies, and by patriotic emphasis and activities at all levels. But the school must also supply the opportunities for *doing* as well as *knowing*, and guidance in understanding the need for the action. We develop thinking citizens by encouraging boys and girls in the making of intelligent decisions and the thoughtful solving of problems of common concern thru activities in the school and in the community.

There is growing recognition, also, that the teaching and practicing of citizenship is not the sole responsibility of any one or



Public Schools, Tulsa, Ok.

The price of freedom is its responsible exercise. The good citizen meets his responsibility of choosing persons as his representatives who are intelligently devoted to the public interest.

several departments or levels. It is the joint concern and charge of all school personnel and of the entire school program for students from the kindergarten thru the senior year in high school, and even into post-high-school and adult education. A resourceful school utilizes all its human resources as well as material facilities for meeting this challenge. It must be the total effort of the total school.

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PART III



Instruction for Citizenship

With objectives clear and the setting provided, what instructional practices lead to good citizenship in the United States? The scope of American civic responsibility is seen to extend from the home to the far reaches of the world.

The starting point in all instruction for citizenship is seen to be a sensitive concern for the basic human emotional needs of each individual pupil.

The citizen needs knowledge and understanding of man's progress toward liberty and justice. He needs a vital commitment to high ideals of human relationships. He needs the ability to think straight in facing civic questions. He needs habits of teamwork in meeting group responsibilities. Thru a curriculum that meets these civic needs, thru history and all other subject areas and activities, thru varied and up-to-date instructional materials, and above all, thru inspired and highly professional teaching will come American citizenship to realize America's ideals.

CHAPTER SIX

Seven Circles of American Citizenship

EDUCATING for American citizenship is based first of all upon a regard for individual children and youth and their growth as the most valuable ends in society. Only the self-respecting individual whose basic emotional needs are being met can take his place usefully in the processes of living and working for the common welfare which characterize the good citizen. The good citizen is a participating member in community responsibilities that go out in concentric circles from his home and neighborhood to state, nation, and to the world community itself.

In meeting these ever-widening responsibilities, the citizen needs broad knowledge and understanding of human history and of the environmental conditions and forces that influence the growth of society toward the ideals of human relationships on which this country was founded. To resist the constant challenge of lesser loyalties and demands, he needs to maintain high loyalty and devotion to those ideals of American citizenship that represent the flowering of human thought and aspiration. To take his part in decision making at every level of civic responsibility, he needs the utmost skill he can attain in critical thinking and problem solving. Furthermore, he needs practice at each level of his growth and development in actually rendering service as an active citizen in tasks that utilize his best abilities and that represent all the concentric arenas of his civic duty.

Meeting Basic Human Emotional Needs

Children and youth are more likely to develop qualities that characterize good citizens if they are happy and well-adjusted persons. Respect for law and order starts with self-respect and self-esteem. Self-respect is encouraged when one has a sense of belonging, a feeling that one is respected by others, a feeling that one is the recipient of affection from others.

Teachers can help children progress in the developmental tasks which they must master if they are to become truly mature. Many aids are available to teachers who seek to understand fully their pupils and their needs. Since citizenship is so much a matter of one's relations to one's group, whether small or large, it is clear that the teacher's own understanding of the child's relationships is essential.

Every contact between teacher and children is a potential means of meeting those children's basic needs and thus setting the stage for full development of citizenship at its best.

Citizenship in Expanding Communities

The American citizen acts in a variety of communities. In earlier chapters of this volume much is made of the fact that we live in a different world from that of our ancestors. Where our forefathers were almost wholly absorbed in social, economic, and political problems of the immediate community, we, in contrast, are forced to attend to problems posed by national issues and by tensions arising in a swiftly shrinking world. Ancient man considered his citizenship obligations fulfilled when he acted with and for his own blood family. As man increased in knowledge and ability and through better communications and transportation came in contact with others outside his immediate family, the concept of the neighborhood emerged. Others than blood kin came to be considered as fellow citizens having concerns in common. With each new invention and advance in communication, the circle of humans with whom one worked and played was enlarged and a redefinition of community became logical.

Communication Expands and Redefines Communities

The two words, *community* and *communication* both stem from the same Latin root, which means "to have in common." It is significant that throughout history every important change in communication has been followed by a period of struggle, during which a larger community emerged. In each larger arena of concern, caused by improved communication, the older and restricted loyalties and obligations came at first into seeming conflict with demands for new loyalties and obligations.

The period following the American Revolution witnessed bitter years when many resisted the idea that loyalty to the young republic of the United States could or should stand alongside of loyalty to one's own state. The Virginian of 1790 had come a long way beyond his forefathers in holding simultaneously loyalty to his own kin, to his neighbors in the viewable horizon, to his county, and to his "freed colony" of Virginia. Now it was imperative that the Virginian should add one more and larger circle to his concept of community that would encompass the other twelve "freed colonies." This many loyal Virginians found it hard to do. It seemed an act of disloyalty to develop an allegiance to a larger and less familiar national community. But fortunately for us and the world, the sons and daughters of each original colony were able to hold steadfast loyalty to previous conceptual communities and still build a noncompeting loyalty to the new and larger community. Thus was born these United States of America.

Seven Circles of Civic Responsibility

A major problem facing our century is that of building institutions and creating customs that are essential to eventual peace and order in the world community. No intelligent person will deny that the modern scientist and the engineer have shrunk time and space so drastically that we in truth all live in a world community. But public and private international arrangements in trade, communication, and transportation in this newest and largest community, the world, lag far behind the mechanical unification which has been achieved. This lag poses one of the most difficult problems in citizenship education.

However, concern for world problems must not deter us from remembering that each of us must carry out his citizenship obligations to his country and to each of the smaller communities. The complex of overlapping communities may be diagrammed as concentric circles, as in Figure I.

Circle 1 represents the community of one's own home and family. This is the oldest and the most significant of all the communities in which one has membership.

Circle 2 represents the community of the school to which the child gives major attention from early childhood to late adolescence.

Next to the home or family community, it is considered to be the most influential in its effect on the growing young person.

Moving again outward, Circle 3 stands for the neighborhood. The neighborhood community is fairly well defined as comprising those families who send their children to the same school building, who attend the local churches, frequent the same places of amusement, and who patronize the corner grocery and the local gas stations. Here many of the most common problems of citizenship are found and these are typically solved by direct person-to-person discussion and agreement.

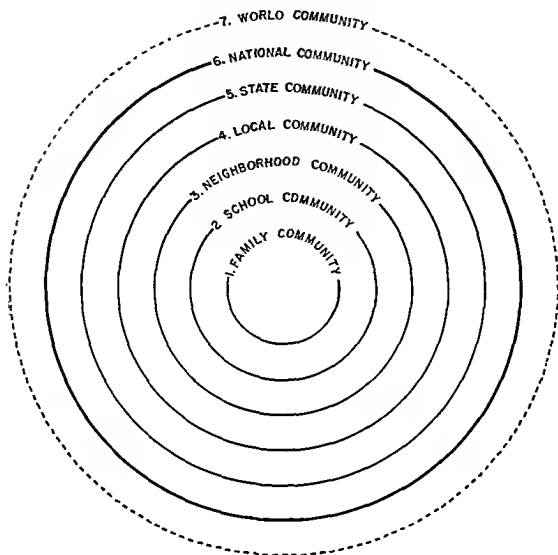
Once again reaching outward, Circle 4 represents the local community. For a typical family living in America today, there is likely to be a complex with a name like Chicago, or Springfield, or Lincoln County. This local community is usually made up of numerous neighborhood communities. This is the first of the circles within which we find definite geographic boundaries and life regulated by formal government.

So far, in these four concentric circles, it is clear that every citizen is aware that his welfare is closely knit into the fabric of family, school, neighborhood, and local communities. Each person feels some degree of concern for the welfare of each of these communities because he senses that his self-interest is best assured by peace, order, and prosperity within these arenas. Each person develops some understanding of and loyalty to all of these communities without feeling that membership in one conflicts with membership in the others. Each larger community circle encompasses and supports those smaller circles within it.

To identify the remaining three concentric community circles, we see that Circle 5 represents the state community. Each state develops its own characteristics and serves its subsidiary communities in special ways. Among the services delegated to the states by our national constitution, none is more potent in shaping the future of the state community than the educational system. It is unique to our American democratic way of life that the control of the schools shall not be concentrated in the federal government but must be decentralized in the hands of various states. The state constitution provides education for all its citizens.

Other services which are peculiarly the responsibility of the state community include public health, regulation of intrastate

FIGURE 1.—THE SCOPE OF CIVIC RESPONSIBILITY



transportation and communications, and of trade and industry. In the American state during the last half of the 20th century, these matters are of such widespread concern that they cannot be left wholly to the smaller concentric circle communities within the state; however, most are of such nature that they can be more effectively handled by the state than by the national community.

Circle 6 stands for the national community which we Americans have been busy building for more than a century and a half. The world is in turmoil today partly because peoples who have had no national communities of their own are determined to build them. Witness the struggles of India, Indonesia, or Israel to become national communities and officially recognized as such by fellow nations. Each nation today lays great stress on developing in its

citizens understanding of and loyalty to the national community. It is at this level that citizenship is perhaps best understood and is most emphasized in school curriculums.

Beyond Circle 6 is the world community, Circle 7. The kind of responsibility that the American citizen owes here is of a different sort from the loyalty and duty he owes to the United States and its political subdivisions. It is *not* citizenship in a mystical world order, but it is an obligation that the American citizen owes to his own republic and to humanity. World crisis has cast the United States in an increasingly important role in international affairs; only as individual American citizens are informed and actively concerned for a stable world can American international policies represent true progress toward a world in which their own nation may maintain its integrity and in which justice and freedom shall prevail for all men. This aim for an eventually just and peaceful world is indivisible from the welfare of the United States.

This last and largest community encloses all 90-odd national communities and thousands, even millions, of smaller communities—state, local, neighborhood, school, and family. It is called rather loosely the world community, altho in the strict sense it is not a community at all. The greatest struggle of our age is found within this all-inclusive circle. The advances in science and technology have relentlessly destroyed the significance of the natural boundaries of rivers, mountains, and oceans which once separated peoples and isolated smaller communities. Now that power machines span space and diminish time, these natural barriers do not limit communication and a new and larger community necessarily emerges. There is no longer any doubt that a physical one world exists but nobody could call it today a "one-world" community. There are sharply conflicting systems of value in political and economic systems, in religions, and in customs that make for disharmony and distrust among the various branches of the human family.

And yet, we are, whether we like it or not, intimately involved in this world community. There is abundant evidence that communistic and imperialistic Russia has determined to bring all the world under her control by political, economic, and military means (see Chapter One). The free peoples of the earth are seeking to resist the thrust of communism while they build institutions and de-

velop laws which are essential to the peaceful flow of ideas and commerce among the nations.

The participation of American citizens in the world community in our time is dependent upon the understanding, skills, and attitudes that will permit us to work peacefully and with reason, rather than thru force, with others of good will. At the same time, American citizens in this period must realistically face the threat of domination by totalitarian power and be willing and able to unite with all freedom-loving people to resist by force if necessary the use of force by Russia. No nation, regardless of its superior strength, can "go it alone." There must be cooperation among the democratic and representative national governments if free institutions are to survive the threat of totalitarian imperialism. Attention in American schools must be given to developing knowledge, loyalties, skills, and methods of working together in this world community as well as in all the smaller communities of the diagram shown as Figure I.

Citizenship Is Plural

An American citizen simultaneously holds membership in each of these concentric circle communities. An illustration of how he acts out his role without any inner conflict of loyalties may help to make the point that schools should provide a full series of action experiences thru which the pupil is to be prepared for his plural duties as an American citizen in each of the communities to which he belongs.

Imagine that a neighbor living down the street is a pharmacist who works in a drugstore in your vicinity. As a husband and a family man he considers first his duty to his home. This family or home community offers certain rights and advantages and in turn demands many duties and much loyalty.

But this drugstore worker is also a member of the local school community. The educational program provided for his children and his neighbor's children is determined largely by the insight and the attitudes of the citizens of the school community. Because this is true in America, our pharmacist, cooperating with other citizens of his community, plays an important role in indicating the general directions desired for the children's development and in providing the physical plant, staff, and instruc-

tional materials necessary to implement such objectives. As a member of the PTA, and perhaps as a schoolboard member, he must know a great deal about the public-school system. Where is our citizen to get the necessary knowledge, attitudes, skills, and practice unless some provision is made to expose him to these learnings? Is not the curriculum of the school one such instrument thru which future citizens will get some preparation for this citizenship responsibility?

This pharmacist holds membership in the association of professional men and merchants who carry on practices or own businesses on Main Street. He is vitally interested in the problem of off-street parking, sanitary garbage disposal, adequate police protection, and a host of similar problems. He seeks the counsel and cooperation of his fellows in efforts to protect, maintain, and improve their common interests. We call such action for the good of the group, "citizenship." Our pharmacist may play his part as a member of the informal committee studying off-street parking, or he may talk to customers, or he may in a variety of ways render his service. Loyalty to this neighborhood community actually enhances rather than detracts from the citizenship role played in the two narrower circles of school and family communities. As a precinct worker in his political party he takes active part in political affairs at the neighborhood level.

But the neighborhood in which our illustrative American lives is a part of a "local" community, Circle 4 in the diagram. He realizes that the water supply serving all the neighborhoods of his local community must be enlarged and modernized. He believes that a farmers' market should be built; that the local inspection service for the eating places and food stores should be improved; that the community chest needs voluntary workers to solicit gifts with which to finance many worthy causes. He feels that these activities and many others must be engaged in if his local community is to remain strong and dynamic. As a responsible citizen he takes not only a lively interest but works cooperatively thru public and private channels to overcome the inertia of others and to accomplish the desired goals.

The locality in which this worker has his home and business is one of many local communities in Circle 5—the state community. He is aware that perhaps only as his town, city, or county cooperates

with others along the great river can they all protect themselves against stream contamination by sewage, or against floods. Because of this understanding, he supports the private organization that is arousing public interest in a proposed sanitary commission; he attends meetings, gives money, and in other ways does his part. He is likewise a church member; and his church is enlarging the church college which serves the young people of his faith within the state, so he aids in this movement. The druggists and pharmacists of the state are trying to raise the certification standards of pharmacists and he serves on the state committee working with legislators to prepare a new bill. All these and similar actions of our illustrative citizen are done in complete harmony with action performed in the communities previously sketched. Action in the state arena thus reinforces citizenship in the city, neighborhood, school, and family communities. And intelligent actions at the state level rest on much knowledge and previous practice of state citizenship, which we contend the public schools are obligated to provide for their pupils.

But the citizenship interests and responsibilities of our pharmacist do not end at state boundaries. He is aware of the national drive against cancer and is active in the effort to provide funds for research. He is much interested in the Americanization of newly arrived immigrants to these shores and the work of the Department of Justice in aiding foreigners to adjust to American institutions and customs. He is convinced that if youth are to be called upon to serve in the armed forces of the nation, they are mature enough to vote, therefore he writes to the press and to his Congressman urging the passage of legislation giving the vote to youth when they become 18. He is interested in the legislative decision to be made on the federal vs. state ownership of off-shore natural resources and joins with others in his service club in discussion and proposal of action to bring an intelligent solution to this national problem.

Such citizenship activity as suggested on the national level requires considerable understanding and civic skill. In contrast to the spheres of citizenship concern and behavior required of his ancestors, the pharmacist must be better educated and must have had practice in working together with a vast and unseen group of fellow Americans who are able to employ democratic

processes in their own behalf. Clearly the responsibility of the schools to prepare for such extensive knowledge and action of citizens is a great and complex one.

And finally we come to the role our mythical American pharmacist plays in the most inclusive community—the world. He is deeply concerned over the threat of communism to the free world and vigorously supports all efforts to strengthen our defensive ties with our friends in the free nations. He realizes that such alliances as NATO and the Pan American Union, are essential to the mutual defense of free peoples. As a loyal American he is shocked by the cynical savagery of the Kremlin; no longer laughs off its imperialist dreams; reads widely to inform himself about its strategy here at home, and in the UN, and around the world; has his own ideas about what our foreign policy should be; argues with his friends who disagree; and sometimes upon reflection revises his position. He supports the work of his church in its foreign missions; he backs the international work of his service club; he writes his Congressman to support adequate but carefully figured appropriations for our technical experts to help other free peoples in developing their economic and military strength; and he participates in private ventures to keep the channels of communication open to the peoples of other continents.

These citizenship activities mentioned merely illustrate the gamut which average American citizens run in trying to carry out what they conceive to be appropriate civic services, to make the world better for themselves and all humanity. Loyalty to the United States is not weakened by this broad range of interests.

To sum up what has been said, citizenship is plural. Each citizen lives simultaneously in a series of concentric circle communities. In each of these communities he must develop patterns of effective action. To facilitate intelligent American citizenship in the several arenas, the schools must provide appropriate learning experiences of wide scope at each level of maturity.

Four Types of Learnings

For every area of life, extending from the family community to the far reaches of international affairs, the effective citizen must be equipped for intelligent participation in the making and execution

of policy. In presenting these diversified experiences to each learner, the all-important principle which is recognized thruout the Yearbook is that educating for citizenship has four major components: (a) *knowledge and understanding* of man's historical progress toward liberty and justice, and of the ways in which that struggle still goes forward today; (b) *attitudes of loyalty* that represent a vital commitment to the ideals of human relationships that have guided our history; (c) skills in *critical thinking and problem solving* that will make it possible to work thru the civic problems that arise daily; and (d) continuing *practice in civic activities* in the kinds of group-centered services that are required of every citizen who pulls his load of responsibility. These four elements are basic to effective participation by the American citizen in each of the seven concentric circle communities of Figure I.

The first major component of citizenship education is the cultivation in youth of that breadth and precision of knowledge essential for policy making from the smallest to the largest community. This includes giving them an understanding of the social forces of their day, of the workings of our economic, political, and social institutions. Instruction in history, government, geography, and related studies is an essential means to this end. To be effective, citizenship education must employ appropriate means of helping the individual understand and interpret those accumulations of ideas, knowledge, and values that constitute the American heritage. The individual who has not attained a systematic understanding of the significant achievements of humanity, who has confined his intellectual outlook to the contemporary and the local, or who has built his knowledge and his understandings around his own personal needs alone, will never be able to participate effectively in making broad policy decisions. The individual who has selected and organized his experiences largely in terms of his own personal development, who has been permitted to select and organize his own cultural heritage, will fail to arrive at an understanding of the forces operating in the world about him. Lacking any fundamental understanding of human history, he will have little sense of direction and be unprepared to help formulate policy. In short, the capital of human experience is the coin of the realm and to debase it is to insure intellectual bankruptcy and ineffectual citizenship. To give American citizens, both young and old, an integrated view of those elements

of human experience essential for living in today's society is, indeed, the primary objective of citizenship education.

A second major task of citizenship education is to develop in youth an emotional commitment to the core values of our American democratic society. These value premises must be made to serve as a measure of men and policies, as a guide to action in the solutions of the changing conditions of life and in designing new patterns of social relations.

Third, the effective citizen must be equipped with a body of mental habits that enable him to think objectively and critically about social issues and problems. He will develop the habit of the open mind, of divesting himself of prejudice and self-interest, of insisting on objective evidence, of careful analysis of the evidence, of following the evidence to its logical conclusion. In this age of complex issues, of powerful vested interests and propaganda, the citizen needs as never before the skills and the habits of critical thinking.

And finally, the privilege of citizenship finds its counterpart in responsibility and obligation. Any program of citizenship education must move the citizen to action. It must develop in him the moral courage and the strength of will to play his part in helping to resolve the social conflicts of his day, and must give him frequent and diversified practice in community service. Citizenship education will give the citizen an understanding of governmental arrangements and institutions, and also of the private institutions and organizations through which policies in our society are carried into effect. He will be skilled in the processes of democratic participation in civic activities.

A Comprehensive Framework

Instruction for American citizenship begins with the effort to meet the basic human needs of each learner. It conceives of American citizenship broadly as beginning with the home, the school, and the neighborhood; ranging out to locality, state, and nation; and extending to concern and service for the welfare of the world community. For the citizen to be effective in each of the seven circles of civic responsibility his learning experiences must include the building of knowledge, attitudes of loyalty, sound thinking, and habits of service. In the system of ideals and values to which our nation is committed we find guidance that sets the direction for this learning.

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Meeting Basic Emotional Needs

EVERY experienced teacher realizes that if one is to be a good citizen, he must be a good *person* first. This chapter shows some of the ways in which teachers can help children become well-adjusted persons and good citizens by helping them meet the needs that are greatest for these children.

After a discussion of what the basic emotional needs are, evidence is presented for the belief that meeting the basic needs of children will contribute in substantial degree to the likelihood of their acting as good citizens now and in their adult lives. Ways that school systems and individual teachers have found to be effective means for understanding and meeting the basic needs of children are then discussed.

It should be noted at the outset that this approach is significant at every level of maturity dealt with in the school. Children as young as those in nursery school and kindergarten have basic needs. Their quality of citizenship depends in large part on the degree to which they are happy, well-adjusted children whose needs are being met. High-school seniors likewise have basic needs. Altho these needs may take forms somewhat different from those of kindergarten pupils, still the degree to which those needs are satisfied influences the citizenship characteristics of these seniors. The meeting of basic needs of children is an important function of the elementary school, the junior high school, and the senior high school.

From one point of view the treatment of youth in the junior high school and the senior high school is especially significant in this connection. It is in these years when children and youth may decide for themselves how long they are to remain in school and may make other choices that determine the course of their adult lives. The youth's satisfaction with school experience during early adolescence has much to do with determining whether or not he will continue thru high school and go on to college. His decision to continue or not, however, reflects not just his recent school experience but his entire contact with schools and teachers. From this point of view, the treatment of a child in the elementary-school years and his

resulting feeling toward the school affect his attitude toward continuing school when the time comes for him to have a choice in the matter. Neither the elementary school nor the secondary school can escape part of the responsibility for the high drop-out rate in the secondary schools.

Helping children and youth to meet their basic needs is the concern of every agency dealing with children and youth. It is the home, the parents, and the other members of the family that carry the primary responsibility. Nevertheless the school and the school staff can do much. The teacher's role from this point of view is especially important in the case of children from homes where little attention is given to their basic needs.

The Basic Needs

The word "need" is used in education with various meanings. One interpretation is a gap between a condition actually found and the condition thought of as normal or desirable. Thus, a study of children in a certain community may reveal very bad teeth. We may infer that these children "need" a better diet, or fluorinated drinking water, or better dental care. Or the children may be shown to have little ability to meet new problem situations, in which case it may be said they "need" training in problem solving. This, however, is not the sense in which the term is used here. Rather, "need" is used here as described by Tyler:

They [certain psychologists] view a human being as a dynamic organism, an energy system normally in equilibrium between internal forces produced by the energy of the oxidation of food and external conditions. To keep the system in equilibrium it is necessary that certain "needs" be met. That is, certain tensions are produced which result in disequilibrium unless these tensions are relieved. In this sense, every organism is continually meeting its needs, that is, reaching in such a way as to relieve those forces that bring about imbalance. In these terms one of the problems of education is to channel the means by which these needs are met so that the resulting behavior is socially acceptable, yet at the same time the needs are met and the organism is not under continuous, unrelieved tensions. (27:5)¹

Human beings have needs which are common to practically all people, both children and adults. There are physical needs for food,

¹ See references at end of the chapter. The first number in the parentheses identifies a publication by its number in the list of references; the number following the colon refers to specific pages within the publication.

clothing, and shelter, and emotional needs for affection, the sense of belonging, experience with success, and others. Attention is to be given here chiefly to the emotional needs.

The relative importance of the different needs varies with the state of maturity of the individual. The new-born child soon develops hunger and the need for food. This need prepares him for suckling the breast or the bottle for the required nourishment. Along with this need for food there is closely associated a need to be cuddled and held close to the mother. This latter need is an early form of the need for feeling that one is loved and cared for by others. As the child becomes old enough to go to school, the need for belonging takes new forms of expression. The need for achievement and for success is prominent thruout the school years and indeed thruout all life. Common or basic needs persist, altho the specific forms may vary with advancing maturity.

It is not pathological to have needs, or to have temporarily unmet needs. Unsatisfied needs stimulate activity on the part of an organism and are means to growth. No one wishes a state of no tension, or mere passivity. The pathology comes when the basic needs are not satisfied adequately, in spite of the individual's efforts. Frustration then occurs which may take varied forms. Some children become aggressive when frustrated in having their needs met. Others become highly submissive. Others tend to withdraw from the situation in which they find themselves. Still others take on the symptoms of illness—the psychosomatic manifestations of frustration.

Truly basic needs are common to all. The social group of which a child is a member, however, does affect the needs to some degree. For example, altho the needs for achievement and success appear in children of every group, there may be marked differences among the socio-economic groups in the fields in which success is desired by children.

Various students of human development have evolved different classifications of needs. One such is that reported by Louis E. Rath.

Raths' Classification

Raths and his associates list the basic needs as follows:

1. *Needs for Belonging.* This is the need to be accepted in the family, the neighborhood play group, the school class, the club, the union, one's work associates, the church, and indeed any group in which one is thrown or finds himself.

2. *Need for Achievement.* Each person has to prove to himself and perhaps to others his own feeling of worth and value. The wide differences in individual capacity make it almost impossible for any one person to achieve success in every area of activity. Nevertheless it is imperative if one is to have his own self-respect that he achieve in some ways—that he have the experience of success. It should be noted that this need cannot be satisfied once for all. One's sense of worth must be proved again and again by new achievements and by new successes.

3. *Need for Economic Security.* This is the need for assurance that the necessities for existence will be provided. It is the need that is thought of more frequently with regard to adults than to children. It is nonetheless true that children are aware of the economic situation in their homes and may become troubled when they sense that the family income is not adequate for needed food, clothing, and shelter. This need is found regardless of the social class from which the child comes. Indeed it is often more marked with children from middle-income groups than with children from lower-income groups.

4. *Need To Be Free from Fear.* Many children have fears—real or imaginary. There are of course some fears that are wholesome, such as the fear of being run over in the street or the fear of drowning. Even such fears may be carried to such an extreme that the child finds it difficult to develop normally. It is, however, the irrational fears which are all too common among children from which they need to be free.

5. *Need for Love and Affection.* Every person has the need for emotional response from others, for warmth in one's human relations. It is closely related to the need to belong, but the need for love and affection is more likely to be satisfied by one's parents, brothers and sisters, and close friends. In many cases, however, where this need is not satisfied in the family, the teacher may assist in meeting this need by his actions and attitudes.

6. *Need To Be Free from Intense Feelings of Guilt.* No one can avoid some experience with mistakes and failures. People need to be able to meet such situations in their stride without having a sense of guilt so great that it stands in the way of normal activity and normal development.

7. *Need for Sharing and Self-Respect.* One needs to think well of one's self. Self-esteem may be increased when there is evidence of approval from others and one shares in decisions that affect him. In essence, however, it is one's feeling that he himself has distinctive worth and value.

8. *Need for Understanding.* Each one of us needs to make sense out of the world—all the things and the people with which he comes in contact. The evidence of the need is shown by the readiness with which children ask questions as they try to understand. A sense of meaning of one's surroundings is essential to the good life. (19:6-17, adapted)

Developmental Tasks

Another way to express the same general concept is thru recognition of the so-called developmental tasks to be mastered by each individual. These are the steps or stages thru which the child goes on his way to healthy adulthood.

As an individual proceeds from birth to death, there are certain "tasks"—certain learnings, adjustments, achievements—which he must master if he is to make normal progress. Developmental tasks are those major common tasks that face all individuals within a given society or sub-group of society. (1:77)

The developmental tasks grow out of the cultural patterns, the expectancies, and the pressures of society on the one hand and the changes that take place in the physical organism thru the process of maturation on the other hand.

These tasks have been variously stated. One helpful list that recognized separately the tasks of middle childhood and of adolescence was reported by a yearbook of the American Association of School Administrators in 1947 (1). Here is another classification of the developmental tasks in 10 categories of behavior:

1. Achieving an appropriate dependence-independence pattern
2. Achieving an appropriate giving-receiving pattern of affection
3. Relating one's self to changing social groups
4. Developing a conscience
5. Learning one's psycho-socio-biological sex role
6. Accepting and adjusting to a changing body
7. Managing a changing body and learning new motor patterns
8. Learning to understand and control the physical world
9. Developing an appropriate symbol system and conceptual abilities
10. Relating one's self to the cosmos. (2:84-87)

For each of these categories there are specific developmental tasks which seem appropriate to various stages of development. For example, under "Achieving an appropriate giving-receiving pattern of affection" there are the following stages: In infancy, the need to develop a feeling of affection; in early childhood, developing the ability to give affection and learning to share affection; in late childhood, learning to give as much love as one receives and forming friendships with peers; in early adolescence, accepting one's self as a worthwhile person really worthy of love; and in late adolescence, building a strong mutual affectional bond with a possible marriage partner.

The classification here given is necessarily somewhat arbitrary. These developmental tasks or needs are interrelated in a very complex manner. None is completed before all the others. Rather are they worked on simultaneously. It is true, however, that successful accomplishment of one of these usually promotes progress on the others. These are not tasks to be performed in a day. The time required

may be months or years. Together, however, they are skills and abilities to be gained somewhere along the line from infancy thru late adolescence.

These developmental tasks are not solely the responsibility of the school. Indeed, by their very nature they may be mastered even more thru experiences in the home, on the playground, or in the summer camp. These are tasks which children themselves want to master, for they recognize subconsciously that these are the steps necessary to achieve maturity. Nevertheless, children ordinarily would not be able to verbalize these developmental tasks.

Even tho some tasks may be more likely to be mastered thru activities outside the school, the school has responsibility for helping children make progress along these lines satisfactory to the children themselves. Schools which contribute to children's mastery of developmental tasks will find a marked effect on the results of their citizenship program. An approach which may be used with benefit in some situations is that of role-playing (24). The process and the resultant discussion lead many pupils to a greater realization of what is involved in the developmental task.

Citizenship and the Meeting of Basic Needs

One may ask what the connection is between citizenship and the meeting of basic needs or the achievement of developmental tasks. It is true that when citizenship is defined narrowly as obeying laws and exercising the right to vote, there may not seem to be much connection between it and the meeting of basic needs. But if citizenship is interpreted broadly, as it is in this Yearbook, then the relationship becomes more apparent. Two different groups of investigators will be referred to in the effort to see the reasons why the meeting of basic needs constitutes one significant approach to citizenship education.

Detroit Citizenship Education Study

The Detroit Citizenship Education Study, covering the five-year period from 1945 to 1950, was conducted in four elementary, two intermediate (junior high), and two senior high schools, the faculties of which worked with the central staff to make "a general and co-

ordinated approach to the study of democratic citizenship." A major conclusion from the Study was:

The emotional adjustment of pupils is the most important factor in the quality of citizenship of boys and girls. Poor citizenship results primarily from an inability on the part of the child to adjust satisfactorily to the various forces playing upon him. Our American society is very complex; urban society, in particular, places many frustrations in the way of the natural growth and development of the child. Each child has some fundamental needs—needs for love, friendship, success. The failure to satisfy these needs appears to be a primary cause of poor citizenship (6:208)

The evidence on which this conclusion is based is drawn from the observation of the schools as a whole, the results in individual classes, and the effects on individual children. After reviewing what occurred in two schools, Pflieger and Weston said:

Greater participation of pupils in school activities, increased practice of democratic human relations, a finer spirit of cooperation between pupils and teachers and among pupils were brought about because of the deep concern for the emotional well-being of the pupils. (18:31)

Pflieger and Weston reported on classes in "personal relations" and gave results which show improvement on the part of pupils in both personal and social adjustment scores on tests like the *California Test of Personality* (3). The report also cites case studies for a number of individual pupils in whom improvement in citizenship qualities was clearly related to the successful efforts of teachers to help these children with their emotional problems.

Studies of Juvenile Delinquency

Recent years have witnessed increased attention thruout the nation to the problem of juvenile delinquency. In a sense delinquency may be considered for a child or youth the exact opposite of good citizenship. In consequence, the judgment by competent students of delinquent youth as to the causes of delinquency and the factors associated with it should give significant leads to a positive program for combating juvenile delinquency and building good citizenship.

James S. Plant, the former director of the Essex County Juvenile Clinic in Newark, New Jersey, said in a recent yearbook of the National Society for the Study of Education:

The delinquent is one . . . who is not finding in his home, his neighborhood, or his school comfortable and adequate material for his own growth. . . . We may

say that the delinquent is that one who is frustrated more frequently or more seriously than the usual child. . . . He is that child who habitually responds to serious and prolonged frustration in an aggressive way. (15:25-26)

Other writers in the yearbook on juvenile delinquency also discussed causes of delinquency in children and youth. Thus William Healy and Augusta F. Bronner said:

In the main, the immediate precipitating cause of delinquent behavior is in the emotional life of the delinquent: in his feeling about himself, his conditions and circumstances. Though he is usually unable to phrase his discontent, he is nevertheless an unsatisfied individual. The really satisfied youngster is not delinquent. Delinquency is a reactive, impulsive endeavor to find direct or indirect substitutive satisfactions for natural urges.

Most influential, as the background whence spring the feelings, attitudes, and behavior of the child and adolescent, is the life of the family, the interrelationships among its members, and their ideals. Very often, indeed, the delinquent is a child who feels unwanted, unloved, discriminated against, unjustly condemned or punished, unrecognized as an individual having rights and needs. Though this background is generally well established before the child comes in contact with the church or school, yet the school may increase or diminish the satisfactions that tend to produce delinquency. . . .

Were all youth leaders, including teachers, to project themselves into the life situations of delinquent boys and girls, envisaging the numerous stresses that beset them, they would make a more sympathetic response to the needs of such children. Moreover, leader and teacher would thus become more keenly aware of the principle that it is conditions within the child and his environment, often open to remedy, that have made the child delinquent. (15:45-56)

Understanding Individual Children and Their Needs

The last 30 years have seen great progress in the research into child growth and development. The developmental characteristics of children and youth at each age level have been described in general terms (28: 14-53). These statements are valuable, tho it is recognized that the characteristics of one age shade into those of the next age and that a particular 10-year-old, for example, may not fit the description of his age group very well. Teachers who study the common characteristics and needs of children of the age they are teaching will find many leads to the kind of classroom climate most likely to be helpful to those pupils.

A kindergarten teacher, conscious of the need that five-year-olds new to school life have for a feeling of belonging and for some personal recognition, calls the roll each day the first few weeks of the term. And she waits after each name long enough to identify the

child who answers and to give him a quick but personal smile. The child's name being on the roll reassures him that he belongs. The smile he knows is for him. For that brief moment at least he has the center of the stage in the teacher's affections. The school climate is one of warmth and friendliness.

Individual children differ so much, however, in their stages of development and their distinctive needs that the teacher does well not to stop with the general characteristics of the age level of children in his class. It is important to know and understand each individual child, his level of progress, and his needs. There are many approaches which may be used for this purpose.

It may be well to pause on the term "understanding a child." The staff of the Division on Child Development and Teacher Personnel of the Commission on Teacher Education wrote a whole book on the subject (4). They said that teachers who understand children believe that behavior is motivated; are able to accept all children emotionally; reject no child as hopeless or unworthy; invariably recognize that each one is unique; know the developmental tasks and the experiences that are most helpful to children in mastering each; know the more important scientific facts that describe and explain the forces that regulate human growth, development, motivation, learning and behavior; and habitually use scientific methods in making judgments about any particular boy or girl (4:9-11). Admittedly this is a large order. But understanding the child as fully as possible is essential if the teacher is to assist in the development of good citizens.

Observation

The most obvious approach to understanding children is observation. The teacher who watches and listens will quickly find out much that a child feels. Sometimes the child puts his feelings into words to a sympathetic listener, as when the nine-year-old girl, asked about her family when she comes to school in the morning, says, with tremulous lip, that her mother was taken to the hospital the night before. More likely, children tell about themselves not by words but by their movements, their behavior, by everything they do. Hymes expressed the idea well in the title of his booklet, *Teacher Listen, The Children Speak* (10. Also 16).

Hymes explained what the bully, the show-off, the overly shy child, are trying to tell by their conduct. As he put it:

They talk with their bodies, with all their behavior, through every thing they do. You have heard it. (*It is a persistent, demanding, continuous, over-and-over-again note.*) Often you know easily what it means. Sometimes this body-talk, this language of behavior is not clear. You have to wait, listen again, put two and two together the way you do when a baby first talks. But it is language. Children are asking you to listen and to help them. (10:8)

Parental Contacts

Home visits and talks with parents constitute a second approach that is generally available to teachers (4:42-66). Much can be learned about a child by seeing his home and talking with his parents. If calls are made at practically all homes, there will be no tendency on the part of child or parent to interpret the call as a reflection on the child. The spirit in which the call is made is best one of friendly interest rather than one of complaint about the child. The purpose is to discover how the child *feels*—about himself, about his parents, about his brothers and sisters, about his schoolmates, and about his teacher.

Talks with one or both parents at the school may often give new insight into the child and his needs. A teacher of a second-grade class had a new pupil enter one September. The little girl was extremely shy and quiet, and seemed to make no progress at all. The teacher worked with her but made no headway. The mother was asked to come to school and, after some discussion, she explained that the little girl had had a severe shock early in the summer when she had witnessed an accident in which her father and older brother were both killed. The teacher, now knowing this great sorrow the child was bearing, was able to give the little girl extra warmth and affection during the next few weeks. Before the end of the semester, the child responded to the teacher's added warmth, took a more active part in the class, and began to succeed in reading and the other school subjects.

Tests

Tests are frequently useful as an approach to an understanding of children. Most tests have some value, but those of special value

in uncovering children's needs are inventories of home and family conditions, and tests of attitudes and problems, several of which may be mentioned.

An illustration of the inventory type is a pair of tests—*Pupil's Inventory* and *Student's Inventory* (5)—designed respectively for the middle grades and for junior high-school grades. The tests bring out information about the make-up of each pupil's family, the work done by his father and mother, the kinds of recreation equipment in the home, family activities for fun, choice of reading, and the like. Such data give the teacher a start toward real understanding of each pupil.

The *California Test of Personality* (3), the *Wishing Well* (17), the *SRA Youth Inventory* (23), and the *SRA Junior Inventory* (22) are examples of lists of attitudes and problems, also the *Problem Check List, Junior High School Form* (13) which consists of 210 problems often experienced by preadolescent and adolescent boys and girls. In such tests, students are asked to check the problems that trouble them. This information can be an aid to the teacher in individual counseling and in helping each pupil satisfy his particular needs. Summaries of the data for an entire class may be useful also for group guidance.

Sociometrics

Sociometric studies are devices to discover and present the structure of relations existing at a given time among members of a particular group (12 and 25). Usually the teacher's interest is in the relations among pupils in his class. Most commonly the teacher asks the children to choose (in writing) from among themselves the companions they would prefer in some school situation that is real to them, and then arranges the results in a chart called a sociogram. The children's choices for the particular situation should actually be put into effect.

The resulting sociogram shows the structure of the group. From it the teacher can learn which children are most in demand, which are ignored and left out, what mutual or reciprocated choices are made, and what cliques appear. On the basis of such information the teacher may find ways to help pupils whom other children initially do not choose. For example, they may be helped to gain skills in games that will lead to group approval.

That indefinable something called group morale is intimately tied up with the many different relations within the group. Sociometry is a new tool for the teacher who is sensitive to the attitude of the group and the attitudes within the group.

Creative Expression

For some children, drawings, writings, and other creative products may be most revealing as to inner thoughts, needs, and desires. Thus the child who cannot tell what is on his mind may show it in a picture that he draws or may describe it in an imaginary story that he makes up. Such means of free expression provide a wealth of information for the teacher who can make interpretations with insight and understanding.

A somewhat unusual approach is that afforded by the use of puppets (8). Children who use puppets to act out scenes in family life or in play groups often reveal much of what is in their minds about relationships with their own parents and their brothers and sisters. Teachers find that puppets can be useful in this way because pupils seem freer to express how they really feel about human relations when they talk thru the medium of puppets.

Records

Whatever procedure the teacher uses in discovering more about his pupils, he will find it advantageous to make adequate record of what he learns. Here the concept of the anecdotal record or behavior journal is worth considering (4:21-41. Also 11). This is a record of specific items of observed behavior rather than of interpretations or generalizations about the behavior. For example, if the teacher sees that Russell has tears in his eyes when the class reads about the assassination of Lincoln, he probably will not say anything to Russell or to the class, but he may record the fact on his sheet about Russell. Note that the record is the fact that Russell had tears in his eyes when reading about the assassination of Lincoln, not that Russell is patriotic, or sentimental, or sensitive, for such statements are but inferences from the fact. A series of records of such observations over a period of time makes it possible for a teacher to have a fuller understanding of each pupil's needs.

Up to this point the emphasis has been on the means available to teachers to secure a better understanding of their pupils, this

knowledge to furnish the basis for meeting their needs more fully. Alert and sympathetic teachers who use such means can deal adequately with the overwhelming majority of their pupils. There will be, however, a small number of children and youth whose problems are so severe and whose situations are so involved that the teacher needs special support and assistance. Wherever possible, auxiliary services should be provided. These include counselors, visiting teachers, psychologists, and social workers. Such workers can be very helpful in backing up teachers in extreme cases.

Meeting the Needs of Individual Children

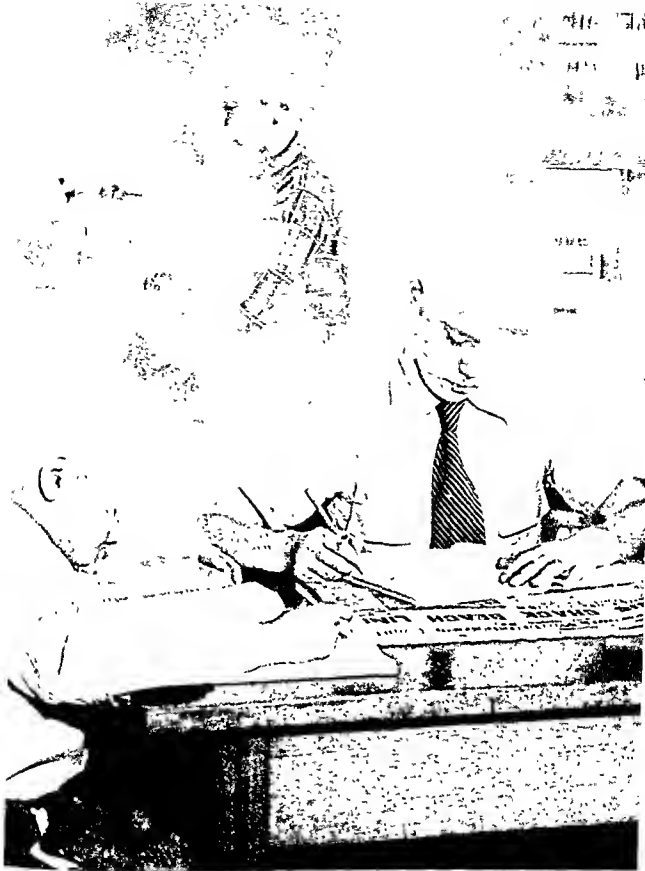
Understanding individuals and meeting their needs are not two separate and distinct processes. The teacher cannot come to a better understanding of a child without affecting the child's citizenship in one way or another. Nor can the teacher help a child without at the same time getting a better understanding of him. The relationship between teacher and child is a dynamic one, like the relationship in social work between social worker and client.

The teacher can do much toward meeting basic needs of pupils in his class by making his own behavior set a classroom climate that is warm, friendly, and permissive. The teacher who is concerned about the mental health of his pupils respects himself. Also he tends to respect each child as a unique personality worthy of respect, he accepts each child as he is, he is slow to judge and criticize children, he tries to sense the reasons behind pupils' behavior.

Do's and Don'ts

Raths and Burrell have developed a source book of suggestions to teachers as to what to do and what not to do in dealing with children whose needs are not being adequately met. The teacher's job, of course, is to promote learning. They point out that if a child is not learning because he has trouble with vision, it is taken for granted that the teacher will work with the home, and have the vision corrected. Similarly, if the child's learning is being impeded by the fact that some other basic need is not being met adequately, the teacher may be expected to help meet that need.

Their booklet, *Do's and Don'ts of the Needs Theory*, suggests "Things To Do," and "Things Not To Do," for each of the eight



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As individuals learn to study, to collect and interpret facts, and to state conclusions based on the facts they also learn how to make up their own minds about public problems.

major needs they list. To illustrate, a portion of Section 5, on one major need, is given.

The Need for Love and Affection

The need for emotional response from others is so universal and so strong that some social scientists have regarded it as innate. Lack of love and cuddling seems to be the only explanation for the high infant death rate in even the best run and most sanitary institutions, which far exceeds that under even unsanitary conditions in home life. Dr. Ferenczi, psychoanalyst, has said that babies who aren't loved don't live. It is believed that nothing will take the place of love and affection; it is a prime requisite for giving children a feeling of adequacy.

The need to be loved is closely related to the need to belong. The difference lies in the fact that the Need for Love and Affection is more likely to be satisfied by the family relationships. Children want to love and be loved by parents, close friends and relatives; they are likely to be satisfied with liking and acceptance in other "belonging relationships."

The teacher who serves "in loco parentis" must bring to the child warmth and affection and be willing to receive the child's love when he shows evidences of the lack of love and affection. Some recent studies suggest that this need is prevalent more frequently in children of the upper-middle-class status groups.

Suggestions are offered for helping children who have not received their share of human warmth.

Accept and Understand

Things To Do

Accept every child but especially demonstrate your acceptance of the child who needs love and affection.

Show the child you like him. If a young child, put your arm around him sometimes when you are talking to him—gently draw him to you when the opportunity presents itself if he seems to need this attention.

Make your voice soothing and kind when talking to him. Laugh with the child—have fun with him.

Appear to be hurt if the child is hurt—sympathize with him.

Take an interest in the lives of the children outside the classroom; ask them about their homes, their friends, their pets, their hobbies.

Things Not To Do

Don't reject any child.

Don't push a child away from you.

Don't rebuff him by physical action, tone of voice or facial expression.

Don't make a display of affection if it embarrasses the child.

Don't nag the child.

Minimizing a child's hurts and brushing them off lightly, especially when he needs sympathy and attention, does not give the child the feeling that he is liked.

If the child seems to indicate that he has no friends—that no one loves him—don't pursue the matter publicly and embarrass him.

Things To Do—(continued)

Let the child talk to you about disharmony in the home—listen—let him know that you understand. He will gain some satisfaction from being able to talk about his problem.

Try to build up the child's parents in his eyes—he needs to believe that they are all right although he may feel that they don't love him.

Try to help a child who feels rejected because of the attention to the new baby. Show him how he may love the newcomer and help with him.

If it seems desirable and it is possible, talk with the parents of a child who seems to be rejected.

Reassure the child who constantly says, "I like you. Do you like me?" As often as he seems to need it, assure him that you do like him.

Assure the child who hursts forth with, "I hate you," that you are sorry he does and that you hope things will change.

An important ally for the teacher in helping children meet their basic needs is the peer groups in which all children participate. Neighborhood play groups, social cliques, and gangs all afford their members opportunities to progress in the developmental tasks. The standards of the child's peers often have greater influence than those of his parents and teachers (26:217-39).

Examples from Teacher Experience

Many teachers are sensitive to the special needs of individual pupils and make special adjustments. A few examples are given:

The turning point—A California teacher had in her fourth-grade class two boys whose behavior was almost unbearable and who had been referred to the visiting teacher. The boys needed badly some experience with success in school. The teacher was always looking for something different that "just might work" for these boys.

Things Not To Do—(continued)

If you fail to let a child get things "off his chest" he may feel that you are not his friend. Nevertheless if you do listen to the stories of disharmony in the family don't take sides with any member of the family.

On the other hand, don't "run down" the child's parents even though you know that he is rejected.

Don't tease a child about a new baby in the home; don't intimate that the youngster's position in the family has been usurped.

Preoccupation and seeming unconcern are signs of rejection to the child who needs affection, and parents often do not realize, especially when under great tension themselves, that they are neglecting the child. Don't feel that it is not your business, if possible, to talk with parents about this matter.

Try not to be impatient with a child who wants reassurance of your affection. It is important that he be certain of it.

Don't say to the child who says, "I hate you," "I don't like you either." This child does not mean what he says; he wants reassurance from you. (19:13-14)

William's opportunity came on a field trip on which the children took picnic lunches. He was given two assignments at noon—to manage the "drinks" out of a hose so that the place would not be messed up, and to see that the litter was all picked up so that the hostess would invite them again. In his report afterwards, he praised the class because he "only had to pick up after two of them." He was helpful, he felt success, and he had a good time.

For Miguel, his chance came in folk dancing. Miguel, of Mexican and German descent, was big, overbearing, sullen, sneaky, but with rhythm in every joint. The teacher, on sudden inspiration, gave him an "awkward squad" of eight boys and girls, and sent him on the stage to teach them a dance the class was learning. It may have been the footlights, or pure chance, or something else, but Miguel taught them their steps so well that all appeared in the final show. The teacher praised Miguel to his parents, the principal, and to others.

Home situations were not cured. Problems were not all solved. But both boys had a brief experience with success. Both gained new insight in their places in the world. It was a turning point for them.

Spanish an asset and not a liability—A Florida teacher found she had three Spanish-speaking children in her third grade who were not accepted very well by the others. The teacher conceived the idea of having the three teach Spanish to the other children. The door, table, chair, window, and books were labeled in Spanish. The children spoke some conversational Spanish every day, learned to count to a hundred in Spanish, wrote a Spanish play which they presented to the other grades and to their parents. They brought Spanish fans, clothes, and musical instruments to school. The whole experience not only resulted in much learning of language and geography, but gave all the children more of a feeling of brotherhood. The Spanish-speaking children who had been somewhat backward and out of things became important people who were leaders in the class discussions and activities. Thru this experience, for the first time, they developed a feeling of belonging to the group.

Boys with changing voices—A music teacher and a sixth-grade teacher in South Carolina found that nine boys in the music class presented a problem because of their embarrassment at their adolescent voice-changing. The teachers agreed to put these boys temporarily in another activity during music time. The nine boys were helped to form a club which would publish a paper, the *Watkins News*. Each boy selected his own assignment and worked enthusiastically on it. One boy had much difficulty with reading and spelling. He requested the assignment of joke and riddle reporter. In spite of his handicap with words, he presented interesting, well-worded and timely material which was enjoyed by all readers of the paper. His success raised his self-confidence and made him a happier boy and a better school citizen for the remainder of the school year. All nine enjoyed work on the paper but gladly attended a song review given by their classmates at the end of the year.

Program for prospective school leavers—A group of teachers in a New Jersey high school undertook to develop a better curriculum for tenth-graders who almost certainly would not go to college and who probably would not complete high school. One class of 21 students was taken as the experimental group. The IQ range was from 66 to 101, with the bulk clustering between 85 and 90. The class all took social studies, English, and biology as their basic subjects; the three teachers sought to plan together as far as possible. In the social studies

class, the usual study of World Backgrounds was put aside, and the pupils were encouraged to plan their own course. During the year six areas of study were selected by the group. The question at the beginning of the year, "What are you here for?" led to a complete study of education in that city. Next was a study of newspapers, in which six morning and five afternoon papers were read, discussed, and compared. The United Nations was the third topic and a significant broadcast on this subject was prepared and presented to the entire school. The Midcentury White House Conference on Children and Youth, then in process, the fourth topic, lead into a study of prejudice in the community. The final project was a brief study of the American family. In a report to the faculty at the end of the year, one of the teachers made the following comment: "I have never had a more interested class, and furthermore I have never had a class that has been happier or that I have been as happy teaching."

Significance of Meeting Children's Needs

The value of all such efforts to meet the needs of individual children may be questioned. Giving special attention to individual pupils is not easy for teachers with large classes and full schedules. Is it really worthwhile to make the effort?

One answer is given by a number of psychiatrists experienced in work with children. They remind us that delinquency (bad citizenship) in children and youth is often associated with broken homes or with poor housing or with absence of recreational facilities. They say also that emotional breakdowns among young people are associated with a lack of love and in general with the failure to meet basic needs in the home. On the other hand, they point out that a substantial proportion of youngsters from broken homes or from poor housing nevertheless seem to turn out all right and are *not* delinquent. Likewise they find that the overwhelming majority of children from homes where they are not wanted do *not* develop psychoses.

Why this apparent contradiction? For example, if broken homes are a major factor in delinquency—as many students of the subject believe—how is it that some youngsters from broken homes, despite this handicap, live apparently normal lives and do not get into trouble with the law?

The psychiatrists' explanation of the fact that some youngsters stay normal, even tho seemingly headed for trouble because of their home conditions, is that *some other person in the child's life* has been supportive and has tilted the scales sufficiently to the favorable side. That "some other person" may be the teacher or a Scout leader or a neighbor or a relative. *It is the teacher who is most likely to play*

this role. Relatively few boys and girls from problem homes have Scout leaders or even sympathetic neighbors. But practically every boy and girl has a teacher. The way the teacher affects them often determines the quality of their citizenship and often provides the self-respect and faith in themselves that saves them from delinquency.

Many children and youth come to school with home or neighborhood influences prejudicial to good citizenship. They are on the edge. They may go either way—into delinquency or emotional disorder on the one hand, or into normal development on the other hand. The teacher is a key person in such a child's life. If the teacher is sensitive to the special needs of the child at the time and can give some special attention and consideration right then, the balance may be kept on the side of normality. But if the teacher does not sense the situation, or senses it but cannot be supportive, the balance may shift toward delinquent conduct.

For this reason, then, what the school and the teacher do in meeting basic needs of children has much bearing on the development of good citizenship.

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CHAPTER EIGHT

How Teachers Build Understanding

WOVEN inextricably into the garment of citizenship are the multi-colored threads of knowledge and understanding of the past and present. These threads create an emerging pattern in the day-by-day living of the maturing citizen in our democracy. Across our land parents, teachers, and other leaders who have caught the vision of liberty, justice, and the pursuit of happiness as the enduring way of life are concerned that the texture and quality of this ever-emerging garment of citizenship be better than ever. Its fashioning is the joint responsibility of the home, the church, the school, the community, and all other influences that touch the life of a child as he develops into youth and adulthood.

Altho the task is a cooperative one, there is a special challenge to educators, who across the nation are rededicating themselves to the essential goal of education—the development of good citizens functioning actively and intelligently on a community, state, national, and world level. They in particular can take the lead in securing for boys and girls the undergirding of knowledge and understanding which is essential to their active appreciation of and personal identification with the basic values of America.

Complexity of the Problem

Other essential tasks are the satisfying of the basic needs of children and youth, creating attitudes of loyalty to American ideals, developing their capacity for problem solving, and developing their abilities to live effectively as citizens thru activities in the school and in the community. Altho these are discussed in detail elsewhere in this Yearbook, they are constantly interwoven one with another as education progresses. In a democracy the answer to the question of what boys and girls need to learn in order to be good citizens is complex and presents certain dilemmas:

The basic democratic principle of respect for the worth and integrity of every human being implies education that permits and promotes the fullest develop-

ment of each individual. At the same time, however, democracy requires a state in which all individuals are participating citizens. . . . Individuality suggests freedom and diversity. Citizenship responsibilities imply a body of common experience, knowledge, understanding, and loyalty necessary to the maintenance and security, the vitality and growth of democratic ideals and institutions. The need for guarding the freedom of individuals and groups and at the same time conditioning them to loyalty and responsibility presents one dilemma. The extensiveness of the knowledge, understanding, and experience necessary to responsible citizenship presents another. Both dilemmas have complicated curriculum planning. (5:71-72)¹

Certainly no one would maintain that knowledge and understanding are the only threads in the all-enveloping garb of citizenship. Citizenship is a way of living, not something that can be taught only as a unit or subject. The real question is not merely, "What does a good citizen *know*?" but "What does a good citizen *do*, and what must he know to do it?" This calls for objectives stated in terms of desirable behavior and for teaching subjectmatter because it helps the learners to live as good citizens.

Function of Knowledge

The intellectual acquisition of facts and related principles is only a part of citizenship education. But it is one of the fundamental parts. Not only does subjectmatter build a foundation for the learner's critical thinking and action in relation to current civic, social, economic, as well as moral and spiritual issues; it also supplements his actual experience with enough vicarious experience so that conceptual understanding and generalizations become possible. Facts are not an end in themselves but are a means to intelligent and devoted citizenship.

Without a background of meaningful facts, learning the skills and processes essential to a democratic society merely thru experience and activity becomes a kind of meaningless busy-work. Experience must be fortified by studying and discussing selected factual material which can be utilized by the pupil and teacher in forming a basis for decision making and action and in really understanding the ideals we live by and their attendant responsibilities:

One cannot live democracy adequately without also thinking about it. One cannot think soundly about democracy without drawing the materials of thought

¹ See references at end of the chapter. The first number in parentheses identifies a publication by its number in the list of references; the number following the colon refers to specific pages within the publication.

from his experience. Thought and action fortify one another. A school program which emphasizes democratic living for its students is essential, but so also is a program which requires students to be thoughtfully conscious of their experience and able to generalize from it. (18:43)

As children learn to know what democratic relationships are in the home, the school, the neighborhood, and in the expanding circles of communities, they are better able to practice them. Learning facts about people in all parts of the world and developing an understanding of the essential human qualities of men and women everywhere are kinds of knowledge which will help build the attitude of mutual respect so essential in today's shrinking world. Boys and girls soon begin to sense that their lives are richer and safer for the contributions made by people of differing backgrounds and cultures.

Learning to know their own country, its beauty, its diversity of scene and climate, its natural resources, and its potentialities for development helps young Americans emerge as citizens with emotional attitudes of love and loyalty that cannot be built by symbols and vicarious experience alone.

As they learn about the personalities, the dreams, and the sacrifices of the men and women who thru the years have brought the United States into being and as they gain insight into the forces that have opposed the growth of liberty and justice, today's children and young people can catch the vision of their own part in the continuing drama of American life. As experience and knowledge combine to give an understanding of the processes by which government operates on all levels, of the laws and institutions of our society, a growing concept of democracy causes youth to become more capable of exercising their sovereignty as American citizens and of making a more positive contribution to society than would otherwise be possible.

Likewise, knowledge of the facts related to capital and labor, the entire economic system, and how it grew and developed, helps give them a grasp of the understandings and attitudes needed to make our system of free enterprise work with maximum efficiency.

Elsewhere in this Yearbook emphasis has been placed on the importance of satisfying the basic emotional needs if children and youth are to grow and develop into contributing citizens. A knowledge of these basic needs will help a person understand himself and others and will point up the responsibility of each individual in doing what

he can in this respect for himself and others. Knowledge alone will not guarantee satisfactory performance but, supported by other types of learning experience, a background of knowledge and understanding makes possible a more mature approach to problems of face-to-face human relationships. From this knowledge should emerge an improved understanding of the problems of our time and an ability and will to work toward their solution.

As the young person continues to weave the intricate pattern of citizenship into the fabric of life, the knowledge of man's age-long struggle for freedom and security, for survival, and for peace imbues him with the realization that the ideals we live by have been achieved thru blood, sweat, and tears, that they are still emerging, and that they must be preserved against never-ending threats to freedom. As he develops a world point of view thru knowing and understanding the people of other lands, he will see why the United States must assume the responsibilities of world leadership thrust upon her. He will begin to sense the interdependence of nations and the necessity of extending freedom to all people of the world if it is to be preserved as our own priceless heritage. As he sees in retrospect the failures and limited successes of mankind in his long struggle for peace, he will be able to use these facts as guideposts for decision and action in helping to chart the course which will ultimately lead to man's most cherished dream—the realization of a world at peace.

Sequential, Planned Patterns

For more than 60 years successive committees and commissions have met to consider "what knowledge is of most worth" in education for citizenship. The early commissions did not hesitate to make precise recommendations as to what should be taught and when (26:3-12). In more recent years such groups have urged that states and localities develop programs to fit their own needs. And thruout the land, groups of classroom teachers and curriculum workers meet in committees and workshops to think thru and to improve their programs of instruction.

Every part of the school curriculum has its contribution to make to the knowledge and understanding required for effective citizenship. The fundamentals of reading, writing, and arithmetic are essential to every civic duty; these subjects are being taught with

constantly increasing skill. Every subject of study—science and mathematics, English and the communication arts, business and vocational subjects, music and art, health, physical education, safety—adds its part. School activities, school services, and the hour-by-hour living in school surroundings are all mediums for growth in citizenship. Every teacher and every worker in each of these related fields is a teacher of citizenship in every hour of every day's service. Only by the cooperative efforts of the entire system is it possible to build the knowledge and create the understanding needed. The heart of this knowledge and understanding, however, is found in the fields of history, geography, civics, sociology, economics, and the other related social studies.

As the major studies of citizenship education demonstrate, a basic step toward improving instruction in the social studies is thru specific planning involving all grade levels from kindergarten thru Grade XII. Many examples of this type of planning might be cited. Figures II, III, and IV illustrate in outline form the recommendations for 12-grade programs made by certain local school systems and state departments of education in reports issued early in the second half of the twentieth century.

Another program, not represented in the illustrative figures, may be mentioned as an example of maintaining continuity thru the grades. In Port Arthur, Texas, 13 curriculum bulletins dealing with the social studies were issued in 1952, one bulletin for each grade beginning with the kindergarten (25). The first 19 pages in all 13 bulletins were identical. These pages included a common philosophy, a statement of the major social functions of living, an analysis of objectives in terms of desired behaviors, a listing of essential skills of learning, a discussion of the resource unit plan and of methods of evaluation, and a detailed listing of the tentative grade placement of content. The materials represent the work of a social studies workshop in the summer of 1949, tryout of the recommendations over a three-year period, and a revision in 1952 by a representative committee of teachers and curriculum consultants.

More striking than the differences are the similarities among the programs shown in Figures II-IV. From grade to grade the child moves into continuously expanding geographic and sociological circles including the family, the school, the neighborhood, the local community, the state, the nation, and the world. As children learn

FIGURE II.—SOCIAL STUDIES PROGRAM, TWO LOCAL SCHOOL SYSTEMS

Grade	WASHINGTON COUNTY, MARYLAND	ITHACA, NEW YORK
Kinder- garten	Living Together in the Home, the School, and the Neighborhood
Grade I	Living at Home and at School	
Grade II	Living at Home and in the Neighborhood	
Grade III	Living in Our Community	Living in the Ithaca Community: Today, In the Days of the Early Settlers, In Indian Times
Grade IV	Living in Communities Now and Long Ago	Community Life in Some Typical Geographical Regions
Grade V	Living in Maryland Now and Long Ago	Peoples of the Western Hemisphere: How They Live and Work Together, Their Efforts to Attain a Better Way of Life
Grade VI	Living in the United States	Peoples of the Eastern Hemisphere: How They Live and Work, Their Contributions to Our Culture
Grade VII	Understanding Ourselves and Peoples of Other Environments	The Young Citizen in His Widening Community
Grade VIII	Understanding Our American Heritage	Our American Heritage: The History and Geography of the United States
Grade IX	Understanding Our Responsibilities as Citizens	The Young Citizen Faces Our Economic World
Grade X	Understanding the Backgrounds of Contributing World Cultures	Advanced World Geography (elective)
Grade XI	Understanding the Development of Our Nation	World History: Crossing New Frontiers (required)
Grade XII	Understanding Significant Problems of American Democracy	American History (required) Problems of American Democracy (elective)

Adapted from:

Washington County Public Schools *Curriculum Development Program, 1952-1953*. Hagerstown, Md.: Board of Education, 1952 p. 7-9. (Outline developed in 1951 workshop.)Ithaca Public Schools *Curriculum Guide in Social Studies: Seventh Grade*. Ithaca, N. Y.: Board of Education, 1951, p. 7.

that a community is an ordered pattern of living together, they are able to transfer this recognition to different and enlarging communities even tho their physical characteristics, people, type of government, economy, and other traits differ.

All the programs include emphasis on home, school, and neighborhood in the early years. All include an elementary study of state history and American history in the middle grades, a further study of American history in Grade VII or VIII, and again in Grade XI or XII a full year's study of the history of the United States and its institutions. All include specific emphasis on what might be called civics and government at least once in the first six grades and at least once in the last six grades. All include emphasis on human relationships in the early years and elemental studies in social psychology in the later years. All include the beginnings of world geography and history and international relationships in the later elementary grades and again in Grade X or XI. All include just before high-school graduation a course in "American Problems" (or similar title) designed to relate the learnings of earlier years to the social, economic, and political problems of the adult world in which the high-school senior soon must take his place. Excellent as is the content of such a course in most instances, the Commission suggests the use of a positive wording of some sort for the title lest American youth leave high school with the impression that democracy and problems are synonymous. Such titles as "Contemporary America," "Contemporary Civics," or "Living Democracy," for example, might have a more wholesome connotation altho the actual emphasis in the course would remain on the study of major issues in American life.

A detailed topical analysis of the four curriculum sequences would reveal many other common elements dealing with human relationships and the growth of ideals. For example, all these sequences provide for the study of the Constitution of the United States. Purposeful study of our great documents is invaluable in helping develop the concepts of democracy for the maturing student (8 and 19). Study of the Constitution of the United States, including the Bill of Rights, is obligatory in most schools and, of course, would receive primary attention even when not required. The Declaration of Independence is a similar basic document. On the upper secondary levels the young citizen might well examine and discuss other famous

FIGURE III.—OVERVIEW OF SOCIAL STUDIES CURRICULUM, DES MOINES, IOWA, PUBLIC SCHOOLS

Kindergarten and Grade I	Grades II and III	Grade IV	Grade V	Grade VI
<p>Emphasis on home and school. Carrying on human activities concerned with the child's immediate environment</p> <p><i>Major Units</i></p> <ol style="list-style-type: none"> 1. Christmas 2. Playhouse 3. Traveling 4. Entertaining 5. A store 6. The neighborhood and its people <p><i>Major Units</i></p> <ol style="list-style-type: none"> 1. The farm 2. The home and the family 3. Local transportation 	<p>Helping children to understand complexity of life in a widening community (city and state), to appreciate workers who help us:</p> <p><i>Major Units</i> (Emphasis on neighborhood and city)</p> <p>Workers who help to provide:</p> <ol style="list-style-type: none"> 1. Food 2. Shelter 3. Clothing <p>(Alternative unit on Indian culture)</p>	<p>Emphasis on pioneering and development of various regions in U. S.</p> <p>(Development of own area in relation to others, appreciation of various types of settlers, recognition of great Americans, development of areas in terms of climate, geography, and natural resources)</p> <p><i>Major Units</i></p> <ol style="list-style-type: none"> 1. Maps and globes 2. Eastern Coastal region 3. Gulf Coast region 4. Central U. S. 5. Great Plains 6. Western U. S. 	<p>Continue broadening child's concept of the concentric communities of which he is part</p> <p>Emphasis on regions not necessarily in America, needs of men and the resources available to satisfy them</p> <p><i>Major Units</i></p> <ol style="list-style-type: none"> 1. The hunter 2. The herder 3. The farmer 4. The digger 5. The trader 6. The maker 	<p>Use of the resources in modern production, invention, and distribution</p> <p><i>Major Units</i></p> <ol style="list-style-type: none"> 1. How men learn to use machines 2. Making goods in factories 3. Producing the foods we eat 4. Making the clothes we wear 5. Building the houses we live in

Other "continuous" units, presented whenever they contribute to improved living and understanding of contemporary events:

1. Centers of work and play and rest
2. Safety problems
3. The school building and the workers in it
4. The school yard and the playground
5. Holidays
6. Assemblies
7. The library

Continuing growth is provided in the use and interpretation of maps, globes, newspapers, and radio, to keep abreast of the important contemporary happenings in community, nation, and world. The significance of elections, holidays, great names, and important developments should grow in meaning as the child matures.

Grade VII	Grade VIII	Grade IX	Grade XI	Grade XII
<p>Development of the United States; emphasis on "Who, What, Where, and When" rather than "Why and How"</p> <p><i>Major Units</i></p> <ol style="list-style-type: none"> 1. America today 2. Discovery, exploration, settlement 3. Colonial period and Revolution 4. Free Americans organize a nation 5. Life improves, democracy grows stronger, nation expands 6. Nation divides and reunites 7. U. S. uses its resources to build well balanced nation 8. Becomes a world power 9. Knowledge and arts enrich American life 	<p>World Geography, Cause and effect relationships with lives and history of peoples</p> <p><i>3B Semester</i></p> <ol style="list-style-type: none"> 1. World maps and globe; Eurasian land mass 2. British Empire 3. Soviet Union and satellites 4. France 5. Germany 6. Scandinavian countries 7. Italy and the Balkans <p><i>3A Semester</i></p> <ol style="list-style-type: none"> 1. China 2. Japan 3. India and Southern Asia 4. Latin America and Canada 	<p>Community Life Problems</p> <p>9-A. Group life, organized government, role of the citizen</p> <ol style="list-style-type: none"> 1. Meaning of democracy 2-4. History, government, elections, financing, protection, planning, health, and play, in Des Moines, in Iowa, in U. S. 5. World community, United Nations <p>9-B. Ways of making a living; planning a career</p> <ol style="list-style-type: none"> 1. Individual and the world of work 2. Education needed, what our communities offer 3. Study of self as an aid to successful living 	<p>History of America. "How and Why"; and to political aspects</p> <p><i>Major Units, II5</i></p> <ol style="list-style-type: none"> 1. Europeans establish nations in new world 2. Under Constitution new nation grows 3. Changes occur in way of life 4. Nation is divided and reunited <p><i>Major Units, II6</i></p> <ol style="list-style-type: none"> 1. Foundations of economic system 2. Cultural changes 3. Political parties 4. Economic forces compete for mastery 5. U. S. a world leader 6. Leaders struggle with problems of government 	<p>American Problems. Controversial problems, no generally accepted solution</p> <p><i>Major Unit Areas, II7</i></p> <ol style="list-style-type: none"> *1. Personality adjustment *2. Government organization *3. U.N. world peace 4. Crime, delinquency 5. Human relations—minority problems 6. Propaganda, public opinion 7. Conservation 8. Community planning <p><i>Major Unit Areas, II8</i></p> <ol style="list-style-type: none"> *1. World economic systems *2. After high school? 3. Labor, management 4. Taxation, government spending 5. Welfare, insurance 6. Home and family 7. Money, banking 8. Investments

World History, *lecture*, usually chosen in Grade X or XI. About one-third of course traces developments from dawn of history to Renaissance and Reformation; latter two-thirds deals with European countries, China, Japan, and American nations in perspective of past and present relationships. International cooperation emphasized.

Commercial Geography, *lecture*, Grades X, XI, XII, one semester. Major production areas of commodities important in national and world commerce.

* Required unit.

Adapted from Des Moines Public Schools. *A Partial Overview of the Social Studies Curriculum*. Des Moines, Iowa: Board of Education, 1951. 4 p. (Mimeo.)

documents such as the Magna Charta, the Petition of Right, the Maryland Toleration Act, James Otis' speech against the Writs of Assistance, the Declaration of Rights and Grievances, and others which help to reveal the background of the freedoms known to Americans today.

Such a program as is illustrated by these outlines affords ample scope for laying the foundation of knowledge and understanding needed for citizenship. Some school systems still have before them the task of evaluating and thinking thru the entire program of organized courses in civic learnings. In many school systems, however, the problem is not so much one of adding content as of building and recognizing sequences that meet the maturing abilities of the learners and of using inspired teaching in dealing with the materials selected.

Recent trends have been to select facts, or vicarious experiences, that have practical value for both citizenship and personal living, that are related to direct needs and experiences, and that recognize the basic unity of human experience. Many different combinations are possible:

Some patterns have been better balanced, and better adapted to the needs of democratic society and of children and youth, than others. But all patterns have had both successes and failures. None has been demonstrated to be clearly worthless, and none stands out as clearly superior to all others. . . . A teacher with a clear purpose, with a command of subject matter (or vicarious experience) that has both breadth and depth, and who is sensitive to the needs, interests, backgrounds, and capacities of boys and girls, is likely to make any pattern succeed. A teacher deficient in such qualities and resources is not likely to succeed better merely by shifting from one pattern to any other. (5:76)

For the young child much of the factual material studied will be narrative and descriptive as he explores his immediate surroundings and branches out from there to the far reaches of the world. As he progresses to the intermediate grades, he is ready to be guided into a related study of certain aspects of historical, geographical, social, and economic facts and relationships. The concepts will develop slowly, he will begin to identify his experiences with the ideals of life in America. As he begins to understand the interdependence of all people thru studying such topics as food, housing, communication, transportation, business, industry, religion, and government, he will be securing significant foundations of knowledge essential to citizenship.

FIGURE IV.—SEQUENCE OF SOCIAL STUDIES EXPERIENCES IN THE DELAWARE CURRICULUM

<i>Scope</i>		
1. Living democratically	7. Knowing our communities	
2. Developing a philosophy of life	8. Developing good human relationships among all people	
3. Conserving and improving our resources	9. Knowing geographic relationships	
4. Consuming and producing	10. Studying and solving problems scientifically	
5. Participating in social-civic activities	11. Developing desirable behavior patterns and attitudes	
6. Being creative and responsible citizens		
<i>Elementary School</i>		
Living in Our Local Environment	Grade I.	Living in Our Home and School
	Grade II.	Living as Helpers in Our Neighborhood
	Grade III.	Living in Our Local and Adjacent Communities
Living in an Expanding Environment	Grade IV.	Living in Different Types of Communities in the United States, and Study of Delaware
	Grade V.	Living in Different Regions of Western Hemisphere
	Grade VI.	How Old World Backgrounds Have Contributed to Our Living
<i>Secondary School</i>		
Personal-Social Relationships	Grade VII.	Our Beginnings in the Old World
	Grade VIII.	Our Nation—Its Beginning and Growth in the Family of Nations (with major emphasis upon materials up to 1865)
<i>plus</i>	Grade IX.	Our Communities Contribute to Our Nation's Solidarity and Progress
Civic-Social Relationships	Grade X.	The World's Civilizations—An Account of Man's Progress thru the Years
	Grade XI.	Modern America—Life and Institutions (with major emphasis upon material after 1865)
	Grade XII.	Preparation for Adult Life

Adapted from:

Delaware Department of Public Instruction. *A Suggested Organization of a Social Studies Program for Secondary Schools in the State of Delaware*. Bulletin No 28-51. Dover: the Department, 1951. p. 10.

Things with which he is familiar in everyday life may be the starting point. His lunch may have included cheese from Wisconsin, olives from Spain, and peaches from Colorado's Grand Valley. The family car may have been manufactured in Detroit, the television set in New York, and his new sport shirt in California. His mother's tablecloth may be Irish linen, his dad's hat a Panama, and his own pet an English bulldog. By relating citizenship studies to the experiences of boys and girls, ideas make sense and are not mere words.

While for children in the elementary grades, and to some degree for youth in junior high school, human experience is considered in terms of the narrative, the descriptive, the concrete, and the physically real, the same experience considered in terms of generalizations calls for more advanced thinking. For the more mature student, social studies becomes "analytical, abstract, generalized—concerned with ideas" (5:76-77).

Particularly for the teacher in the secondary school, value may be found in the recommendations of the Educational Policies Commission. Teachers might ask themselves what should be taught about the world, past and present, that would best develop these four understandings:

First, *of our own nation*—its people, its government, its material resources, its growth and achievements, and, most important of all, the ideals of liberty and justice which motivated its founders and have inspired its citizens in all generations;

Second, *of the relations of our nation to the rest of the world*—and that includes, of course, understanding the main features of the rest of the world;

Third, *of the main trends in the historical development* of the present national and world situation;

Fourth, *of the possibilities of progress* toward fuller realization of democratic ideals and the conditions of just and durable peace. These should be part of the minimum equipment of every citizen. (17:96)

Furthermore, the teacher would seek how best to secure the participation and to sustain the interest of students. Presenting history as a fascinating story packed with action and adventure in order to build concepts of the recurring problems in American life, he could use as the central theme man's age-old struggle for freedom and security:

The teaching of contemporary and historical events should be guided by a clear, unifying purpose. The dynamic theme of all such study must be the con-

stantly reiterated question: "In what way does, or did, this man, this group of men, this idea, this law, this constitution, this discovery, this invention, this war, this treaty, this event contribute to the increase or decrease of individual freedom, and promote or impede general human welfare?" Only through such purposeful teaching will youth and other citizens today gain a clearer concept of the values of democracy as opposed to the evils of dictatorship. And only as a product of such personally understood concepts will all Americans be led to feel the devotion to liberty which is the most imperative necessity of these ominous times. (17:18-19)

Given the essential time and facilities, the well-prepared teacher who keeps in the foreground this concept of the teaching of the record of human experience should be eminently successful in leading his students into studies and activities that should achieve for them a high degree of competency as Americans.

Many recent projects for improvement of citizenship education have clearly recognized the role of knowledge and understanding. The ten civic objectives stated by the Civic Education Project of Cambridge, for example, would be helpful to any teacher in clarifying kinds of understanding to strive toward.² Materials for learnings could be selected in terms of the ten goals listed whether one is working in the field of social studies, literature, science, or other areas on the elementary, secondary, or even college level.

To illustrate how such objectives might be used in choosing the information essential to citizenship education, the first aim of "an adequate understanding of the democratic way of life and our system of representative government and a whole-hearted allegiance to both" suggests a vast number of ideas and means of presenting them. A history or social studies teacher visualizes a dynamic presentation of the story of our founding fathers as they struggled thru hot summer months to formulate the Constitution. An English teacher conceives a dramatization of the writing and signing of the Declaration of Independence. A speech teacher helps to organize a panel discussion centered on our Bill of Rights and its meaning in our lives today. An instructor in civics takes his students to see the state legislature or the city council in action as a vivid method of helping them understand the functioning of that phase of government. A geography teacher senses the contrasts in communication and transportation between constitutional convention days and modern America and opens for his youngsters an understanding of

² Quoted in Chapter Thirteen, p. 319-30.

the role of improved methods of seeing and hearing things and of getting places in our shrinking—and therefore, paradoxically speaking—our enlarging world. A sixth-grade teacher reflects upon the great men gathered for the constitutional convention and launches his pupils upon a fascinating study of their personalities, their individual contributions, and their willingness to compromise for the good of all. A primary-school teacher brings alive the story of Washington as the “Father of His Country” and the great leader of his time. Tho such illustrations may be oversimplified, they do indicate an approach to the selection of information valuable in building the understandings essential to citizenship by relating the material to over-all objectives.

Vital to the success of any sequence or pattern are the over-all objectives that must constantly be kept in mind. As children develop a background of knowledge, they will simultaneously be growing in numerous skills, abilities, habits, and attitudes. Of special interest here are the specific objectives suggested in the area of *understandings*. One school system has formulated them as follows:

1. A realization of the value of an education and the opportunities and services offered by the school.
2. A realization of the many ways in which people make a living in our country and the desirability of having everyone do the type of work for which he is best fitted.
3. An understanding of the ways in which government functions in various communities and our country as a whole, and a knowledge of various governmental agencies and their functions.
4. A knowledge of the major events and dates, and the role of individuals and groups in the various periods of our history.
5. A realization of the many changes in our cultural, recreational, and economic life brought about by changing social and economic forces.
6. An appreciation of the many contributions to our culture made by the varied ethnic groups in our country.
7. An understanding of important consumer and producer problems and economic relationships.
8. An understanding of global geography and the importance of world cooperation for lasting peace.
9. An understanding of causal relationships and a realization of the fact that the social and industrial development of a country is largely influenced by the geographic controls of the area.
10. An understanding of historical and geographic concepts and terms.
11. An understanding of important current affairs. (23:10)

A consideration of this and similar outlines may help to develop background for thinking as teachers seek to formulate objectives

adapted to their own particular situations. They are suggestive at least of the kinds of understandings that should be sought.

Role of Teachers

The teacher holds the magic shuttle that weaves the pattern of improved citizenship education. Such was the vision that came to Jesse Stuart as he walked alone in a mountain valley one autumn evening, musing over the marvelous response to opportunity for education shown by the ambitious descendants of a landlocked people. With sudden illumination, the significant role of the teacher struck him and the deep conviction came to him that he was a member of the greatest profession of mankind:

I thought if every teacher in every school in America—rural, village, city, township, church, public, or private—could inspire his pupils with all the power he had, if he could teach them as they had never been taught before to live, to work, to play, and to share, if he could put ambition into their brains and hearts, that would be a great way to make a generation of the greatest citizenry America had ever had. All of this had to begin with the little unit. Each teacher had to do his share. Each teacher was responsible for the destiny of America, because the pupils came under his influence. The teacher held the destiny of a great country in his hand as no member of any other profession could hold it.
(28:82)

When teachers across the land catch a vision such as this, and when communities across the land make it possible for such teaching to go forward, education for citizenship will take on a new and nobler dimension. It is important that every teacher—principal, superintendent, supervisor, classroom teacher, special-service technician, or other school worker—take a good look at himself and his own concept of the record and the meaning of democracy. Let him peer into the mirror of self-scrutiny to see how he measures up as a plus citizen. Let him who is helping boys and girls to know and to understand the who, what, when, where, how, and why of life in America first of all possess the gleam himself. Then let him set himself to the privilege of lighting the torch for the boys and girls he leads.

But goodwill and devoted energy are not enough. There is no place for the mistaken notion that anyone who wants to do so can teach citizenship. Whatever the grade level or subjectmatter field,

and especially in the social studies, a teacher needs a higher caliber of training than many now possess.³ Institutions for teacher education have a major responsibility in education for citizenship. A successful teacher not only has a scholarly knowledge of the field, he must also possess the ability to evaluate and organize material which is extremely fluid; must somehow create for his pupils an understanding of the ideas and nonquantitative factors involved; and must have the wisdom to teach not only what should be taught but also what *can* be taught—what the students can learn. In short, he must be a teacher, an artist, and a philosopher (9).

Teaching Procedures of Merit

The skilled, creative teacher will use methods that emphasize democratic living as aids to acquiring the knowledge and understanding basic to citizenship. An atmosphere of mutual respect conducive to learning will exist in the classroom. Much evidence will be found of constructive group effort, of student-teacher planning, of group dynamics in action, of defining problems, of learning how to interpret evidence, of training in problem solving and critical thinking, of group discussion leading to action, of playing the role of a leader and of a group member, and of learning other skills and practicing other processes characteristic of democracy.

Likewise, numerous mediums will be used to bring the nature of our heritage alive for boys and girls. Basic texts and reference books will be used by the pupils as a means of finding answers to questions that are real to them. Not blind dependence on the textbook, to be memorized and handed back to the teacher, but intelligent use of the textbook as an invaluable ally, is the characteristic of the able teacher. Slides, film strips, moving pictures, tape recorders, radio, television, current magazines, newspapers, pamphlets, interviews, surveys, community visits, speakers, and many other devices will also aid the learning process. Whatever means will make the most vivid impression, whatever device will serve to make the knowledge and understanding of the values of democracy an integral part of the daily experience and living of the boys and girls, whatever technic will help relate these values to the needs and interests of young folk will be among the tools of the effective teacher.

³ See discussion in Chapter Twelve, page 315-17.



Public Schools, Chicago

*The trend is toward a more extensive use of current affairs
as a means of civic education.*

Common in the elementary school, the activity type of program lends itself more easily to providing situations of real living conducive to citizenship education than does the typical departmentalized secondary program. Much of the foundation of knowledge and understanding must be built thru the varied and successive experiences a child accumulates thru his years in the elementary school. Character building, which for the young child is virtually synonymous with citizenship education, can take place only by actual behaving. An idea can be learned only by living it and accepting it. The differing experiences in such living form the nucleus of understanding necessary for citizenship at school as well as in the widening circles of community living. Such growth and development require the leadership of a skilled and understanding teacher who is able to capitalize opportunities as they arise and even at this level can help children to evaluate what they are learning and to point up accomplishment.

The secondary-school program, departmentalized as it still is for the most part, is increasingly making use of many forms of student learning. Evidence is irrefutable that students can "take" and "pass" many courses in history and other social studies without learning for effective use either the facts or the understandings that the citizen needs (26:12-13). The remedy may be not in more courses but in better ones related to schoolwide programs that promote civic values. High schools thruout the nation are making vigorous and increasingly successful efforts to vitalize the experiences of students so that learning may be genuine, not superficial.

Adopting a new program of study may actually make little difference in what happens in the classroom. To change the curriculum so that it really improves the learning of children, the teacher and the teaching must be improved also. Because experience of the past quarter-century of curriculum revision has demonstrated this fact so clearly, there is increasing emphasis today on teacher participation in developing and evaluating proposed learning sequences. Also, newer curriculum materials tend to give far more attention than similar reports of older years did to the ways in which the proposed sequences of study may be learned. They deal not only with the identification of what is to be learned but also with the experiences thru which to achieve these things and with ways of evaluating the results.

Variety of Approaches

For example, a Grade XII curriculum guide in one school system devoted 14 of its 51 pages to suggestions for learning activities, and 10 pages to suggestions for evaluation. The following possible activities were discussed:

- | | |
|---|--|
| 1. The floor talk | 15. Discussion by the jury panel method |
| 2. Newspaper reading | 16. Informal class discussion led by student chairman |
| 3. The radio as an audio aid | 17. The open forum |
| 4. Research, using texts, library books, and reference books | 18. Organized clubs within the social studies field |
| 5. Motion pictures, used on basis of careful selection, preview, and discussion | 19. Posters |
| 6. Term papers | 20. The bulletin board |
| 7. Interviews—purposes, preparation, evaluation | 21. Booklets |
| 8. Cartoons prepared by pupils | 22. Charts and graphs |
| 9. Guest speakers | 23. Clippings (for bulletin board or current events map) |
| 10. Group discussion—values of, the role of the chairman, methods of promoting discussion | 24. Diagrams, in explaining organizational relationships |
| 11. Conversational discussion by two pupils | 25. Models, made by students or borrowed |
| 12. The debate | 26. Current events map |
| 13. Radio speaking | 27. Creative writing of poems, stories, letters, plays, essays, articles, and other literary forms. (29:24-37) |
| 14. Use of the public address system | |

Noteworthy is the fact that most of the foregoing activities could be carried on within the customary pattern of class periods and attendance. For the successful pursuit of nearly all these activities, the use of a wide variety of textbooks, reference books, and other printed materials would be necessary. Purposeful reading and genuine study are inevitable when a class is working on a variety of learning activities under the guidance of a skilled teacher. The class will learn more that can be remembered and practiced than that same teacher could inspire using stereotyped textbook question-and-answer methods. This does not, however, belittle the importance held by the textbook as a basic means of instruction in most courses even today when such a wide media of tools and learning experiences are utilized. Adaptable to the situation in which they are used, modern textbooks in most instances abound in suggestions for use, study helps, and supplementary activities which may prove of great help to the pupil and teacher. (16: No. 2).

Still another fact to be recognized is that the class program marked by a variety of motivating activities is far more exacting to the teacher than the older pattern, and that adequate materials and spacious classrooms are essential to its success.

Specific suggestions for dealing with various types of activities are given in the "How To Do It" pamphlets issued by the National Council for the Social Studies (16).

Building upon Current Opportunities

Instances could be multiplied in which an alert, sensitive teacher grasps an opportunity that arises in classroom or community to initiate a whole series of vital learning experiences. For example:

A royal visitor from The Netherlands—A teacher in a fourth-grade class in Knoxville, Tennessee, correlated a unit on Holland with the pending visit of the Queen of The Netherlands. When Queen Juliana stepped from the plane, she was met by a group of children each waving the flag of The Netherlands. This greeting was the climax of many days of planning, discussing, and working together. Now they were fully rewarded, for Her Majesty not only stopped to wave in return but actually shook hands with the two little girls who presented her with letters of friendship their group had written to the children of Holland.

Timed so that the study of Holland would be ending about the time of the Queen's visit, facts about that country and its people will long be remembered. Correlation of school subjects was easily accomplished and the children discovered in evaluation that they had gained knowledge in various fields.

Many chances to practice good citizenship had presented themselves. Cooperation had meaning when planning involved working in groups for the good of all and for the accomplishment of a definite goal. Such matters as content of letters, rules of conduct and courtesy, and safety measures were discussed and agreed upon. The children learned the value of self-reliance, responsibility, initiative, and other desirable traits. Best of all was the feeling of goodwill that these boys and girls will hold toward the people of The Netherlands and the appreciation they will have of their own country where schools permit an opportunity for children to plan and carry out their own trip to see a queen.

Good gifts from Greece—From the visit of a child to New York City and her vivid description of the landmarks that had impressed her came a study of Greece by a fifth-grade class in Baltimore. After the little girl had described the Statue of Liberty, a boy whose family had recently come from Greece told how they had been so impressed by the symbolic meaning of the statue that at their first sight of it they had knelt in a prayer of thanksgiving that they were coming to America. Soon the children were eager to learn more about Greece. With the help of parents, college students, and the teacher of music, the teacher and her pupils planned the unit.

Reading took on new interest as they searched for facts which were often given a personal touch by the Greek boy. Literature became fascinating as they studied Greek mythology which they correlated with their work in English and spelling. A real challenge came as the children searched for the actual music

and dances of the Greeks. Because so little was available, they turned to members of the Greek community in Baltimore for help. The personal contacts which the children made with members of this small ethnic group helped them to appreciate their contributions to American culture and to understand people from another land.

In both these instances there was no need for artificial motivation. When youngsters participate in activities that answer their own natural questions, they begin to accumulate knowledge that helps them understand their expanding world.

As children working and learning together practice democracy at a child level, the teacher will keep in view such specific aims as developing a feeling of security and self-reliance, acting on thinking, encouraging initiative and persistence, creating consideration for the rights and feelings of others, achieving a willingness to follow the best way found, accepting the rules of the game, working together for a common purpose, and arriving at more conscious democratic action (21:254-56).

A visitor from the United Nations—An illustration of developing an over-all school project during United Nations Week from the personal experience of a student comes from Grand Junction High School in Colorado. Thru the student council a study of the United Nations and UNESCO was initiated by a girl who won the privilege of making the Odd Fellows and Rebeccas UN pilgrimage with nearly 50 other young people from the region. After council members had heard her tell of her trip and of the functions and accomplishments of the United Nations, the council members led discussions in their respective home rooms. They used a discussion guide prepared in cooperation with the speech classes.

Inspired by these give-and-take sessions art students created drawings and paintings interpreting the role of the United Nations and also the threats with which it is faced. Freshmen social studies as well as junior and senior history classes developed units of study on the United Nations and UNESCO. Impressed by descriptions of the functional beauty of the UN headquarters, the students studied the history, development, and contributions of the UN and the part they might play in its efforts for a stable world. Journalism students planned a special UN issue of the school paper with stories explaining the project, an editorial, and a linoleum block illustration. Cooperating in the observance of UN week, the library featured reference materials and a special display. An assembly based on the idea of a UN news room climaxed the week's activities.

Significantly, as an adjunct of their study, many students realized that for them the international scene is the outer rim of the concentric circles symbolizing the many communities in which they function as American citizens.

Demonstration Projects

For the purpose of making knowledge come to life in the learner's own experience, governmental and civic processes are occasionally acted out by pupils.

A wide variety of activities and related intellectual inquiries will be drawn upon in carrying on certain dramatizations as a part of the program of citizenship education. Ranging from an informal acting out of some historical event in a classroom to such projects as the American Legion-sponsored Boys' State and Girls' State programs in which many high schools cooperate, these are essentially means of learning thru dramatization. The newer terms "role-playing" and "socio-drama" might be applied when the procedures are unrehearsed and emphasis is placed on the individual's personal reaction to the particular part in which he is cast. In each of the following brief reports, some form of dramatic demonstration was either a central or a culminating activity.

Mock political convention—Every four years since 1924 the history department of Polytechnic Institute in Baltimore has enlisted the cooperation of the faculty in conducting a presidential nominating convention. In the spring of 1953 a replica of the Republican convention was organized. Thru securing wide newspaper publicity, televising the morning session, and inviting principals and student representatives from all nearby schools, wide interest was created. In addition to election procedures, the project provides opportunities for numerous well-motivated learning activities involved in writing to state chairmen for posters and illustrative material; doing research to discover state mottoes, coats-of-arms, slogans, and songs; making posters, learning songs, and planning appropriate costumes; following the careers of favorite sons; studying the primaries; selecting spokesmen, chairmen, candidates, and other officials; and actually organizing and conducting the convention.

City government for a day—Annually the student council of Robert E. Lee High School in Baytown, Texas, sponsors a Civic Week during which qualities that make a good council, a good school, and a good citizen are highlighted. Typically, observance begins Sunday with students attending the churches of their choice. Thru the week on specific days stress is placed on citizenship such as respect for school regulations and community laws, the privilege and the obligation of voting, and courteous behavior; appreciation of community support and improvement of public relations; presentation of ideas for more efficient operation of the school and for better understanding between teachers and students; recognition of individual personality traits with suggestions for self-analysis and improvement; clarification of points involved in sportsmanship; and creation of a better knowledge of the city by taking over its government for a day. Thru planning and carrying out the Civic Week program, the Baytown students learn to value the precepts of democracy and assume a greater responsibility toward their school and community.

Mock trials—Following a detailed study of the Constitution of the United States with special emphasis on the Bill of Rights, students in a ninth-grade civics class in Scarsdale, New York, were stimulated to seek firsthand knowledge of the operation of courts and the administration of justice. The students invited prominent lawyers to explain the functions of state and federal courts, visited

the New York State Supreme Court, and staged two mock trials of their own using exact courtroom procedures. Upon evaluating what they had learned, students stressed several basic premises of liberty, namely, that in a democratic society everybody is protected against harmful acts of other people or the government, that people have a responsibility to serve on juries and help make justice work, and that every citizen has a responsibility for helping to maintain law and order.

Demonstration activities should be recognized as means primarily of growth in knowledge, understanding, and civic attitudes, and should not be confused with community service projects and actual citizenship in school, such as are discussed in a later chapter.⁴ When students share fully in clarifying the purpose of such undertakings and in the later evaluation of their own growth in understanding, demonstration and dramatization can greatly enrich pupil progress toward civic maturity.

In helping to understand a situation or to analyze and possibly to change attitudes, the unrehearsed, informal socio-drama may be particularly useful. The "open-end dramatization" in which the action is left unfinished may stimulate imagination and critical thinking when the class undertakes to write the rest of the play.

Pageants or assembly programs based upon patriotic themes and observances, as well as those that summarize a unit of study, have long been recognized as a phase of education for citizenship. Such productions call upon music and many other arts for their effectiveness and can be truly enriching experiences. Unless carefully and unhurriedly planned, they can create tension and confusion; it is essential that they be limited in number for any one group, and that they be so organized that the civic values sought are actually gained thru their production. Later evaluation and analysis of civic learnings are essential.

Field Studies of Community Resources

Many children in today's schools will live as adult citizens far from the scenes of their childhood, but they will be better citizens in any community for knowing some one community well. Thus the emphasis on the study of local history, geography, economy, and government. Excursions, interviews, and outside speakers who come to the classroom, and the use of local documentary material and

⁴ See Chapter Eleven, p. 256-88.

historical objects in libraries, homes, and museums are typical procedures.

The use of community resources goes far beyond the knowledge gained about the immediate local community. The community provides many threads of contact with other cultures, with distant lands, and with the great institutional devices that men have developed in striving for justice and self-government. The following examples show how communities in one way or another served as resources for enriching civic learnings:

Guest counselors—To find some suggestive "universals," to foster intercultural understanding, to suggest to students the moral unity among men, and to suggest bridges that exist among us all, a teacher in Phoenix High School and Junior College, Arizona, has the class read a selected novel. Daily discussion brings students face to face with the same moral choices and dilemmas faced by the leading characters in the novel. To help find answers to the questions with which they have struggled, the students turn to men in their community who have asked the same questions and spent years in seeking the answers. Commonly, the class invites six to 12 clergymen of various faiths to speak and to answer questions during successive class periods. The same type of procedure was requested in dealing with other phases of classwork. Members of various community groups were called upon when students wished to learn more of the customs and ways of life of ethnic groups in the world news. Belief in and respect for diversity within American units were manifested again and again.

Visiting churches—Culminating with an assembly during Brotherhood Week, a senior core project in Daniel Webster High School, Tulsa, Oklahoma, helps upperclassmen in learning about the different religions in their community. Committees find materials, make preliminary visits to the churches, and do other planning. Following study and discussion during a two- to four-week period, a day is spent visiting the churches when the minister, priest, rabbi, or reader comments and answers questions.

In many elementary schools, classes which are studying the community make trips to the churches in the locality. Preliminary arrangements are made with the leader of the congregation to be present to receive the children and to explain to them the program of the church and the symbolism of the building.

Public opinion poll—Through cooperation with the *Free Press* in Burlington, Vermont, high-school freshmen in civics classes and seniors in United States history classes conduct a poll each week on questions of current city and national problems. Questions grow naturally out of class work and for civics students deal with such community problems as parking, sewage disposal, and improvement of public buildings. Seniors question the public on matters of foreign policy, congressional action, political events, and so on. The newspaper prints an interview each week with an accompanying picture. Among results noted is an increased interest in current affairs.

Crossing state boundaries—An example of community study which extends to communities in other states is found in the Newton High School, Newtonville, Massachusetts. A school exchange plan gives a representative cross-section of students an unusual opportunity for developing a knowledge of their own and of another community. The young people selected enrol in a workshop for their preparatory and culminating studies. The climax of the project is living in selected private homes in the other city for a week.

By living in the community and getting to know their neighbors they become willing to accept differences in social backgrounds and economy and develop a sympathetic interest in other ways of thinking as they grow in neighborliness and goodwill. The young citizens study about a community that is different from their own in regional characteristics, in ways of making a living, and in enterprise. They learn to know the schools, churches, and civic institutions of the second community firsthand; the local and regional government; and the distinctive geographical features affecting the area. Well tested as to merit not only for the students involved but for the schools and cities as well, the plan brings new concepts of friendliness and neighborliness.

Treasures in Grandma's attic—At a time when the latest fad was Confederate hats and flags, an English teacher in Little Rock High School, Arkansas, used it in starting a unit on American and Southern folklore. To learn and to love the principles of democratic living that are our heritage and to relate local and regional lore to legends of America and other lands were the purposes of the project which began in the classroom but extended to the community and state. As a motivating influence each student was asked to write a description or tell a story of the oldest thing at home or in Grandma's attic. Librarians cooperated by placing folklore material on the reserve shelf and in compiling book lists. From then on, working thru student reading, writing, speaking, listening, and observing committees, members of the class explored and studied numerous aspects of folklore. Class members utilized records, radio programs, newspapers, magazines, and books; prepared research reports, speeches, book reports, word and spelling and reading lists; conducted interviews; carried out individual projects; and culminated the unit by preparing a folklore exhibit for the state teachers convention.

Watching government wheels go round—The Mound Junior High School of Columbus, Ohio, is within walking distance of the municipal, county, and state seats of government and not far from the Federal Building, making it feasible for classes in civics to carry on about 15 government study tours a year. Preceding the trips, the students study intensively the principles and procedures of government; the reasons for the establishment of the various levels of government; and the privileges and responsibilities of being good citizens under these governments.

By scheduling civics classes successively and taking two classes together, a double period is available for the trips. Moreover, staff members in other fields cooperate by correlating their work with the study tours, making possible a larger block of time when it is necessary. Seeing government in action, the boys and girls actually have as co-instructors numerous public officials who are pleased to tell of their work using the actual setting to help make the study of government more interesting and vital. Moreover, the trips enhance public understanding by involving citizens in the work of the school and enlisting the cooperation

of the parents some of whom accompany the classes, particularly on evening visits to such places as the city council, municipal courts, and the mayor's office.

The right to a fair trial—At the high school in University City, Missouri, a project used in modern history classes starts with the English fight for individual liberties, shows the development of their institutions to safeguard these rights, and proceeds to the American federal, state, and municipal constitutions and charters, showing how these safeguards have been brought to America. The concluding project is a study of federal, state, and municipal courts as an example of these safeguards; a trip to see a court in action; and the bringing in of lawyers or judges to talk to the classes about the development of courts in America.

Usually the members of the adult community welcome opportunities to share their experiences with school children and youth. Conditions could arise when interviews and visits to governmental agencies would become an intrusion on the time of an overworked public official. Cooperative planning among teachers and with community representatives can prevent such a situation from developing. There can be a public-relations value in these contacts in which representative citizens and officials gain insight into the purposes of modern education.

Learning in School about Schools Themselves

From the primary grades on up thru the secondary and college levels, the vital significance of the schools themselves for the continuance of democracy needs to be taught far better than has been done in the past. Creating an awareness of the importance of equal educational opportunity for the functioning of citizens in a democracy can begin by helping children think about what school means to them, their brothers and sisters, friends, parents, community, state, and nation. Later, young people should study the early statements concerning education by statesmen such as Thomas Jefferson, George Washington, John Jay, John Adams, John Hancock, and Daniel Webster; should know the history of the battle for free schools championed by such men as Horace Mann; should know of the provisions for education in state constitutions; should understand the organization of their own local school system; and should keep pace with contemporary developments in education. Modern statesmen as well as those of the past have spoken of the value of the schools. Such a statement as the following, made by President Eisenhower on October 15, 1953, deserves study:

We possess in our land a largeness of justice and freedom beyond our forefathers' dreams, because the education of our youth has been a primary goal of this nation.

Our school system is more important than it was before, because the job of being an American citizen is more complex than ever before in our history. Knowledge and understanding and wisdom, beyond the demands of yesterday, are required of tomorrow's citizens. Our schools—all our schools—in consequence, must have a continuing priority in our concern for community and national welfare.

In an editorial for a special school edition of *Life*, Commager declared that no people had ever demanded so much of their schools or been served so well by them (4). He discussed four specific major tasks that the schools have accomplished. The first and greatest task was to provide an enlightened citizenry in order that self-government would be possible. Next, the schools performed the equally difficult task of creating national unity. In the third place, public schools and other educational institutions were largely instrumental in the Americanization of the millions of immigrants who poured into America after 1840. No other people, Commager pointed out, has ever absorbed so many or such varied racial stocks so rapidly. Finally there was a fourth service—maintaining equality—that the schools have performed for American democracy:

This most heterogeneous of modern societies—profoundly varied in racial background, religious faith, social and economic interest—has ever seemed the most easy prey to forces of riotous privilege and ruinous division. These forces have not prevailed; they have been routed, above all, in the schoolrooms and on the playgrounds of America. In the classroom, the nation's children have lived and learned equality—all subject to the same educational processes and the same disciplines. (4)

Such an appreciation of education on the part of the average adult citizen would be of signal value today when public schools are being challenged by a few with the intention of undermining confidence in free schools.

For many adults the parent-teacher association has been a guide to better understanding of the schools. Citizens advisory committees have been another means of adult understanding of the schools. Membership on boards of education themselves by over 300,000 citizens spreads a leaven of understanding among the lay public.

More direct means are provided, however, and at a younger age, by "teaching the school in the school." Altho this is not exactly a new idea, progress has been slow in recognizing that education

is a major social institution and that organized knowledge and understanding of the school is needed for competent citizenship. Two pioneer reports on this theme were published in Michigan more than 15 years ago (12 and 13).

A report by the Department of Elementary School Principals of the Michigan Education Association included five conclusions on the work already going forward in Michigan schools. First, the community emphasis should be basic in the life of the school, and pupils themselves should be made consciously aware of it. Pupils will appreciate the value of the school to the degree that they see the school as a vital part of the community. Second, teaching about the school does not call for a new course or subject, but for its recognition in existing subjects. Third, the topic is one that may be recognized at different levels of maturity in all grades and all fields. Fourth, varied approaches are desirable such as pupil visits to other grades, reading about schools in other lands and in other times, analysis of school finances, learning about great educators, observing special days and weeks related to educational events, and interviews about education with adults. Fifth, the problem of sequence must be recognized, but some degree of overlapping may be inevitable during a period of experimentation with various types of materials and activities (12).

A volume by Edwards and Richey on *The School in the American Social Order* has been useful to many teachers and curriculum workers in approaching the study of the school by students who themselves are in school (7). One major part of this book, "The School in an Industrial Society," spells out in greater detail the impact on education of the major forces discussed in Chapter Two of this Yearbook.

Many curriculum sequences include one or more units on education, in addition to the major emphasis on the school which is typical of the kindergarten and first grade. The Belleville, New Jersey, High School prepared a study guide for use during American Education Week which raised questions on such topics as the board of education and advisory committees, school finance, faculty, and school program (1). The course in basic citizenship for Grade IX in San Diego, California, adopted for trial use during 1952-53, included as one of seven suggested units the topic, "Improving Living Standards Through Education." Resource materials and student

activities were suggested for developing the following eight questions during a four-week period of study:

1. Why are you in school?
2. Why must you be educated to work in our mass production industries?
3. How is industry aided by mass education?
4. How is education the only method of preserving our culture?
5. How is public education provided for in California?
6. What agencies are responsible for the control of education?
7. What are some of the problems of our local district?
8. What constitutes good citizenship in school? (27)

Education and the schools as a topic for study is most likely to be found in the civics classes typical of Grade IX and in the problems courses often found in Grade XII. The sequence developed in Port Arthur, Texas, however, provides for units on the schools in Grade VII (primarily on orientation to the junior high school itself); in Grade IX, as a unit in civic problems of community, state, and nation; and in Grade X, as one of eight units in the study of world history and geography. For the Grade IX unit the objectives are to help students gain knowledge and understanding of:

1. The struggles that have been made to provide free education to all
2. The advantages of education in training for desirable citizenship
3. The need for educated people in a democracy
4. The responsibility of each individual in getting the best education that is possible to improve his life and that of others
5. The obligation of schools and students to society for providing free education to all. (25; Grade IX, p. 86-100)

Growth in understanding of the schools as a social institution is, of course, not limited to direct study. Incidental learnings, as exemplified by the course in human relations at the Woodrow Wilson High School, Camden, New Jersey, may occur. The students climax several months of preparation in personal and family living by spending a day in the preprimer and first grades of the schools. Planning includes conferences with the principals and teachers of the schools to be visited and preparation of a questionnaire as a guide for students. Follow-up discussions in class and at a tea held for the students and the cooperating principals and teachers reveal that the young people learn a great deal about child behavior, parent responsibility, the duties of the school, community responsibility toward children, and teacher-pupil relationships.

Among other purposes, high-school chapters of Future Teachers of America are concerned with developing wider knowledge of the

work of education in general. Members of student councils inevitably learn much about the administrative problems of a modern school. Classroom teachers and administrators have uncounted opportunities to help the young people who spend 12 or 13 formative years in school to gain an informed and appreciative understanding of the aims, the services, and the problems of American public education.

With the great men in America who have championed free public schools thru the decades stand the men of vision today who recognize the dramatic role education has played and must continue to play in free America. To weave this knowledge and understanding into the texture of citizenship education for the millions of children, youth, and adults of our nation is another challenge which must be accepted by the schools of America.

Studying Controversial Issues on a Factual Basis⁵

Building a knowledge of the past and creating an appreciation and understanding of our heritage of freedom are of vital significance only when woven into a meaningful pattern of rich and effective living in today's world. Hence, current affairs and problems of a continuing nature have been stressed as inherent components of any well-rounded program of education for good citizenship. In *America's Greatest Challenge*, the proposed solution to the problem of civic illiteracy is a compulsory course in contemporary affairs, five days a week, for all students in junior high school, senior high school, and college plus community civic participation based on the study of current local problems (15:91). Altho intensive attention to the news of the day is not found generally in today's schools, the discussion of contemporary affairs plays an important part in many classrooms and deserves increasing emphasis.

In considering current problems, students need constantly to draw upon a background of facts and understanding of the past to help them in viewing all aspects of a question and in decision making on important issues. "Who is this that darkeneth counsel by words without knowledge?" asked the ancient poet. When pupils lack an adequate background of understanding, the teacher may raise the same question as he tries to guide his immature charges in drawing upon

⁵ See also Chapter Ten, p. 247-51.

the record of man's experience and the influence of geographic, political, and economic forces upon human living.

Always basic to the study of contemporary affairs is a body of geographical and historical knowledge thru which the living present may be understood and interpreted.

Controversy is what makes news, for the most part. To consider current events without seeing that issues of disagreement underlie the happenings being reported is impossible. Thus, when young people in school discuss current events in any meaningful fashion, they will deal with controversial issues which call for a master's skill in teaching.

Not only in public affairs but in everyday life as well, a citizen meets many problems growing out of conflicting social goals or ways of living. They may result from differing backgrounds, experiences, and values. Usually application of facts alone will not settle such issues, but an understanding of one's own attitudes as well as the bases for the cultural bias of others must come to bear upon the problem.

Skill in Teaching

In the preparation of teachers to deal with controversial issues lies a great need in teacher education and inservice training.

The teacher who can direct the study and discussion of controversial issues into a genuine learning experience has to have a background of wide scholarship in the social studies, a knowledge of youth that can capitalize upon student interests, and firm grasp of the principles of learning. He has to have a profound knowledge of the diverse cultural, religious, economic, and social backgrounds of all segments of our people; he has to have the sensitiveness and fairness to respect those backgrounds; and he must be able to guide the discussion of controversial issues with evenhanded impartiality (22:17-18).

To give teachers the security necessary for an impartial and scientific approach, it is advantageous to formulate and to follow a set of guiding principles.⁶ The values of such a statement have been summarized as follows:

A policy, once formulated, accepted, and published, facilitates the task of the administration and the board of education in maintaining a school climate that

⁶ See also Chapter Four, p. 87-88.

will permit teachers and pupils to assume fully their responsibilities for developing a truly democratic program of citizenship education. It also places upon the board of education, the administration, and the community the positive responsibility of demanding that teachers function as intelligent guides to pupils in the search for answers, based upon the best evidence obtainable, to the frequently disturbing problems that confront them as individuals and as members of society. Exploitation of the classroom either for the personal ends of teachers or for the benefit of selfish or self-seeking groups in the community cannot be countenanced. (11:1)

In the discussion of controversial issues the teacher as leader should make certain that a permissive atmosphere prevails, that all aspects of the question are brought out, that facts support statements made, that everyone has a chance to express himself, that no one tries to impose his own position upon the group, that possible courses of action are suggested, and that the various solutions are evaluated. It must be realized that not even thru compromise can all controversial issues be resolved. However, thru actual practice in assembling and evaluating the related facts, discussing, thinking thru, and suggesting courses of action in controversial situations, young people will begin to develop the knowledge and understanding required for dealing intelligently with similar issues on a community, state, and national level as they become voting citizens.

Altho it may be the current happening that initiates the study of a broader controversial subject, only those conflicts of interest from which persistent and recurrent problems emerge are worthy of consideration in the schools:

Not today's strike or layoff, but the problem of labor-management relations; not the horror of yesterday's race riot, but the problem of civil rights; not the present case against some alleged monopoly, but the problem of maintaining free enterprise; these are the distinctions that lead to a treatment of democracy in schools that keeps the program whole, yet makes it come alive. (2:11)

Whatever the controversial problem, it should be understandable within the age level and ability of the group, be significant and timely, be replete with learning experiences, be well defined and explored, and be culminated in such a way as to summarize opinion but not necessarily arrive at a consensus.

The Issue of Totalitarianism

To have merely an emotional bias for or against an idea is not sufficient. Rather, the individual must possess specific knowledge

and intellectual resources with which to sustain his beliefs. This is particularly true of the great world issue discussed in Chapter One of this Yearbook—the current challenge of communism to the free world. We cannot fight totalitarian ideologies without understanding them. Nor can we understand them unless we read what their adherents say, argue their faults and merits, and know their strategy and their great weaknesses.

That young people have access to books and materials dealing with communism is important. If such materials are on the shelves of school libraries they must be labeled clearly to indicate their communist bias. It is essential also that we know the full story, as far as it is available, of the devices used by communism in making its doctrines seem attractive in some parts of the world.

In a statement made in June 1953, President Eisenhower stressed the importance of free access to information and ideas in the fight against communism:

We must in these times be intelligently alert not only to the fanatic cunning of communist conspiracy—but also to the grave dangers in meeting fanaticism with ignorance. For, in order to fight totalitarians who exploit the ways of freedom to serve their own ends, there are some zealots who—with more wrath than wisdom—would adopt a strangely unintelligent course. They would try to defend freedom by denying freedom's friends the opportunity of studying communism in its entirety—its plausibilities, its falsities, its weaknesses.

To use such information wisely we must be grounded in American ideals so deeply that we can think in positive terms—not merely of fighting communism but rather of extending the blessings of liberty. More than ever before, youth in our land today need to possess an understanding of the fundamental differences between the totalitarian and the democratic way of life. And these can be learned best thru teaching methods that themselves exemplify the principles of democracy. Nor should such enlightenment be construed as teaching communism. Rather, it becomes the building of an understanding which by honest comparison and contrast will prove to youthful citizens the advantages of living in a country where the surpassing worth of the individual is more important than the state; where men are free to govern themselves and are not under the rule of a dictator; where each person is free to develop his own abilities rather than to have his destiny determined by force; where the privilege of doubt is possible instead of blind compliance to established doctrines; where freedom and liberty

rather than unqualified obedience to the state are recognized as essential qualities of life; and where people are born free and are entitled to life, liberty, and the pursuit of happiness rather than being subject to constant watch and suspicion for their loyalty.

As in the booklet, *The Isms and You*, issued by the Civic Education Project, a classroom discussion of totalitarianism takes sides for democracy and against the "isms." Such a study sticks to the facts and the facts themselves paint a dark picture of life under communism and fascism:

... It doesn't just call the Isms bad names. It doesn't just shout "Glory be to Democracy!" It tries to show you *why* the Isms are wrong in theory and bad in practice. And it makes a strong point of one plain fact about Democracy; it won't work—it can't—unless all of us—you, too—*make* it work.

... It is for us to think honestly, study carefully, discuss sincerely the problems of democratic life together—and to work at them with courage, patience, and everlasting persistence. (3:3)

Using such a starting point, students will find a number of key statements that should arouse lively discussion, lead to further reading and research, and suggest other activities such as drawing cartoons, interviewing veterans, talking to immigrants, preparing booklets showing democracy at work, or writing radio scripts for imaginary "Voice of Young America" broadcasts.

Or one might initiate a study of democracy in the United States by considering the theories and practices of totalitarianism in contrast to those in our form of government. Finding the opening wedge of interest for such a unit of study in current happenings is not difficult. Possible problems might include the source of authority under each type of government, the rights guaranteed individuals, the economic theories practiced, and the material outcomes for average citizens with the expectation of arriving at the conclusion that since other ideologies are working hard to spread their theories, it is extremely important for Americans to understand the ideals and philosophy of their own government (10:14-17).

Such considerations need not be limited to social studies classes, as the following example illustrates:

Two hundred students in Grade IX English, in Barret Junior High School, Louisville, Kentucky, used the last eight weeks of school in a study of democracy and its competitors—communism and fascism. They developed understanding and loyalty by comparing and contrasting these forms of government in every phase of living and along all lines of thought; by having reports, debates, and

interviews with successful people; by studying newspaper accounts and reputable magazine articles; by talking to foreign students and people studying our ways of life; by reading and evaluating patriotic stories and poems; by studying the biographies and autobiographies of great American citizens; by visiting the naturalization court and interviewing newly made citizens; by writing original poems, essays, and stories; and by drawing cartoons.

Finally, they wrote and produced a graduation play showing how life is lived in a communistic country in contrast to life in a free nation. On a divided stage, scenes from life in Russia were shown on the left, and on the right the parallel in the United States, dramatizing the contrast in home life, in politics, in education, in recreation, in marketing, and in religion.

For the continuing growth of free government and the perpetuating of our rich heritage of freedom, the teacher, the school, and the community must all help build a climate which encourages the discussion of problems about which differences of opinion exist. As individuals use the problem-solving method of collecting and interpreting facts and stating conclusions, they develop not only knowledge and understanding, they also build the skills and attitudes essential in considering and solving public problems. Thru this means, much of the progress and change characteristic of the American way are achieved.

The Michigan Committee on Education for Citizenship based its recommendations upon the point of view that controversy is inherent in American life and progress and must be faced intelligently by the American citizen as a basis for further progress:

Our culture is composed of a vast body of values, principles, ideas, facts, practices, skills, and attitudes. This pattern of culture contains elements of both unity and diversity, of both agreement and disagreement. In a democracy such as ours, provision for areas of diversity and disagreement represents not merely the freedoms embodied in our Bill of Rights but also the means by which democratic change may be accomplished in a changing world.

Controversial issues are inherent in our society because it is a dynamic, changing society. Change in a democracy evolves thru the processes of open discussion and frequent expressions of the will of the people. Any democracy, if it is to remain a democracy, must expect, anticipate, and welcome orderly change—political, social, and economic. It must recognize that controversy regarding proposed changes will arise, and it must provide a way for its citizenry to become informed on controversial issues. These basic premises must be recognized by both teachers and community. (11:4)

No One Solution

Today's challenge to the teacher calls for a high degree of courage achieved thru the confidence gained from adequate professional

training and an abiding faith in the greatness of the task to which he is dedicated. No one would suggest that there is a startling new approach or pat formula to use in helping young people acquire a knowledge of our own nation, its history, and institutions and of the record of human experience in other lands and an understanding of the principles basic to our way of life. For some teachers the answer may lie only in doing even more creatively what they are already doing surpassingly well. For others the key may be found in a sudden new realization that they, too, have a special role to play in this drama. For each the imperative should be to make progress in ability to lead youth to know, to understand, and to practice in day-by-day living good citizenship in its broadest concept.

As master craftsmen painstakingly create a fabric, so skilled educators and lay citizens must cooperatively design the cloth of citizenship education for America's children and youth. But especially is it a challenge to teachers who must be imbued with a deep faith in the premises of liberty upon which American democracy is built, teachers who skillfully wield the magic shuttle that weaves the pattern of citizenship for today and for tomorrow.

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How the School Builds Attitudes and Ideals

THE use that man makes of knowledge and understanding depends only in part on what that knowledge and that understanding are. What he does with knowledge depends upon motives and feelings deep within his personality. These personal reactions, based more upon the emotions than upon the intellect, are the attitudes that determine behavior. Young children come to school with attitudes already developed but not fixed. Because attitudes can be changed and new ones can be established, the school is one potent factor in the motives and ways of reacting that children develop and retain into adult life.

Only in recent years has the importance of attitudes been recognized in education to the extent of making wide efforts to enable teachers to study the *causes* of the various types of behavior displayed by their pupils. Should the school fail to recognize the importance of these inner springs of action, however, it does not mean that the school fails to influence their development; attitudes of one kind or another are evolving every day in each child as a result of school experience.

Especially in considering education for citizenship, must the educator look at what the school does toward influencing the attitudes of children and youth. On the whole the vast machinery of local, state, and national government and the complex relationships of economic and social life in the United States operate smoothly. But few would deny a great degree of apathy toward the solution of public problems. Less than two-thirds of the citizens of voting age took part in the 1952 presidential election; the proportion is often much smaller in local and state elections. And in spite of the fact that the majority of our citizens have a genuine feeling for the greatness of America, there are undertones in our free society which reveal a lack of acceptance and practice of the basic principles of our Constitution and Bill of Rights by many

well-meaning people. Occasionally, discords of subversion disturb the harmonious chords of loyalty, and there are lapses into corruption, blind nationalism, and discrimination. Such disturbing elements cannot be ignored if we would accept our sacred trust to make secure our essential human freedoms.

What can the school do for the coming generations of voters to replace such attitudes of apathy and selfishness with those of social responsibility and loyalty to American democratic ideals? What should be the reaction of the schools to such studies as the one showing that a large group of students were less willing, in general, to commit themselves to any responsibility for civic cooperation the longer they stayed in high school (21:25)?¹ Or to a more recent study that showed little evidence of progress in Grades VII thru XII in respect for the rights and personality of others and only slight progress in preference for democratic processes (24: 28-32. 25:21)?

The schools must accept their share of responsibility for developing the qualities of mind and spirit in our youth that reflect the characteristics of the ideal American citizen. The school, however, is only one of the agencies thru which improvement should come. Many groups are responsible for the development of citizens. The basic group is the family, the first of the concentric circle communities in which the individual holds membership. In the early and impressionable years of childhood home influences are teaching the child to be selfish or unselfish, to take his turn or to crowd in first, to keep his promises or to break them, to respect the property of others or to be destructive. Many delinquents, according to the psychologists, establish a character pattern that shows signs of being warped before school age. They come not only from the homes of the underprivileged and the poor. They are likely to appear in any family where parents lack the time, the initiative, or the knowledge to provide for the mental, physical, social, and spiritual welfare of their children. The school, the neighborhood, and the larger communities described in Chapter Six also have their influences. These influences increase as the child grows older and is less dependent upon the home.

¹ See references at end of the chapter. The first number in parentheses identifies a publication by its number in the list of references; the number following the colon refers to specific pages within the publication.

But in the fact that attitudes can change lies the school's opportunity, an opportunity which it shares with churches, government agencies, youth organizations, and other community groups interested in the development of good citizens. Whether the influences under which a child spends his early life are positive or negative, each successive contact becomes a training ground which further fashions his habits and ideals. To develop a child into a loyal, God-fearing, good citizen is an immense achievement. It dwarfs the acts of many whose doings are publicized thruout the world.

Why Attitudes Are Important

Attitudes are important because they determine the nature of our loyalties and set the course of our behavior. As in the 17th century, so in the 20th:

For though with judgment we on things reflect,
Our will determines, not our intellect.

—Edmund Waller

The kind of loyalty to democratic ideals that will express itself in carrying one's full share of family, social, and civic responsibilities has to be based on an emotional drive. Many times we know what we ought to do but still fail to do it because we do not care enough about the values involved or because conflicting values stand in the way.

While information alone does not make the good citizen, certainly the American citizen needs to be well informed about the origin and the meaning of our government, its institutions, and the ideals of justice and liberty that self-government makes possible. Attitudes are important even in the acquiring of information. "Information seldom sticks unless mixed with attitudinal glue," says a psychologist who insists that the student's readiness to learn facts depends largely upon the state of his attitudes.

Human beings are likely to be loyal to what they deeply admire or love and respect and know to be good for them. If they are to be loyal to our democratic ideals, they must not only know what those ideals are before they can believe in them but they must accept them as satisfying guides to habitual conduct.

Misplaced or poorly conceived loyalties may readily develop into the greatest menace a democratic society must face. Blind loyalty

can lead to disaster. It seems quite obvious, therefore, that the building of attitudes of loyalty to democratic ideals must be accepted as a complex and challenging task. Loyalty is in itself no more than a quality of being faithful or devoted to a person or a cause. No two individuals will possess exactly the same degree of loyalty to all our democratic ideals; neither will this loyalty be expressed in exactly the same way by all citizens. One person may express devotion to his country thru emphasis on patriotic symbols; one thru a crusading effort to put into practice some principle of justice which he feels has not been realized as yet in our society. Each of these citizens is loyal and patriotic in his own way, according to his ability and the depth of his insight, but they serve their country in different ways. They meet on common ground, however, if they base their efforts on personal integrity, fair dealing, and on an honest respect for each other's beliefs and point of view.

Attitudes, loyalties, and resulting activities that are worthy of the American ideal can be developed only as part of a dependable upright character, guided by high standards of morality. Our founding fathers invoked Divine authority in their claim to liberty as a natural right and they relied upon the protection of Providence in their efforts to obtain freedom. The teachings of religion continue to provide a sound basis for good citizenship. It is only thru the teaching of moral and spiritual values that we can bring to human behavior the standards of conduct that are approved in our democratic culture. No society can long survive without a moral order. As our social structures become more complex, the need for common moral principles becomes increasingly apparent. The task of every citizen in a free society is to master the art of getting along with other members of that society, to learn the science of human relationships, and to do his share in equipping each new generation with a sense of values which will lend dignity and direction to whatever they may learn. A peaceful social order and the understanding and friendship of nations have their roots in the application of religious faith to human relationships. Without respect for the human personality there can be no stability in our social order, no control of human motives which can produce a lasting peace.

Education finds a common denominator in the central ideals of the various religious faiths that have inspired virtuous and heroic



Public Schools, Tulsa, OK

Citizenship education must employ appropriate means of helping the individual understand and interpret those accumulations of ideas, knowledge, and values that constitute the capital of human experience.

having in the way that the attitude requires. In order to behave in that way he must be in a situation that permits that kind of response. He will give that kind of response readily and naturally only if in that situation it seems to him to be a good response. He cannot accept it as a good response if forces in himself or in the group to which he belongs are working too powerfully against it. One can scarcely develop a love of truth and a faith in its beneficence while living in a community of thieves. Only with difficulty can one obey and respect the rules of the game when other players cheat. The community, or the school, if it desires the pupil to accept a given ideal of conduct, must provide conditions that will make it possible and desirable for him to choose to behave in that way.

The Detroit Citizenship Education Study concluded that good citizenship depends primarily on good emotional adjustment. The frequency with which the problem of maladjustment presented itself led to the conclusion that good citizenship cannot be separated from good mental health. Every individual, regardless of age, must learn to live with himself and with society. His living, like that of all other individuals, contains relationships in each of the concentric circle communities to which he must adjust himself. The way these relationships affect him, the way he reacts to them, is largely determined by his emotional adjustment. And his emotional adjustment, in turn, is determined by his own constitutional make-up and by the surroundings in which he lives. The child who comes to school emotionally well-adjusted is a secure and happy individual; he is likely to be concerned about the welfare of others, to accept responsibilities and to carry them out. He likes other people and others like him. The environment into which he was born and the social and emotional climate in which he lives both at home and at school are powerful forces in determining his emotional adjustment and the nature and kind of citizenship qualities which he exhibits. The teacher who is seeking to develop attitudes of loyalty to American democratic ideals would be led by this study to give greater recognition to emotional adjustment. The school must create an atmosphere democratic in nature and in spirit. The teacher must be truly concerned and informed about children and their problems, must use the practices which tend to improve the emotional adjustment of children. Instead of blaming out-of-school environment for poor citizenship, the school must examine its own practices and cooperate

with constructive forces in the child's environment to bring out improvement (18:5).

In general, the psychologists seem to be sure that direct efforts can change attitudes and that change is most likely when the learner takes part satisfyingly *with others* in projects and situations which call for the practice of the attitude desired. Furthermore, his emotional state, as determined by his native endowments and previous experiences, is dominant in controlling the kinds of attitudes that he can develop.

Morale as an Attitude of Loyalty

The Commission that prepared the 22nd Yearbook of the American Association of School Administrators reviewed a number of studies on the measurement of morale which throw light on the psychology of attitudes. Their concept of morale was that regardless of group size *morale is high when the individuals in a group are giving fully of their best efforts to carry out the purposes of the group*. It was found that five factors were associated with evidence of favorable positive attitudes that typify high morale. One of the conditions was the presence of a *clearcut goal of real value to the group*. People will persist in the most disagreeable and fatiguing tasks when they are cooperating in a common undertaking that they know to be of vital importance. The essential thing is that the participants see the goal as a real one with which they can identify themselves and their own efforts. A second builder of morale is *progress toward the goal*. Efforts to realize the ideals of democracy can become mere yearning for the moon unless small gains toward intermediate goals are recognized as steps forward. A third factor productive of group effort is *a common danger to be met*. This is the spirit of Dunkirk, the morale characteristic of war or of physical disaster such as flood or fire. Such attitudes are powerful but usually are short-lived. For unswerving loyalty in a long campaign, whether in peace or war, a more abiding inspiration is needed. A fourth factor of great significance is *status as an accepted member of the group*. Many studies show that individuals find satisfaction in rendering voluntary individual service on behalf of the group; that group standards are of great force in determining individual attitudes; that exclusion from the group is one of the strongest forces in lower-

ing individual morale; and that a change of status within a group leads to corresponding changes in individual morale. Fifth is the need for *democratic leadership for the group*. Studies of youth and information from industry and government show that policies which recognize human dignity and worth lead to better morale than authoritarian policies. Some people prefer the safety of obeying orders to the adventure of thinking for themselves but it has been found that groups which once were content in an authoritarian atmosphere were later rebellious in such an atmosphere when there had been an intervening experience as members of a democratic group (4 and 16).

Attitudes Are Influenced by Many Forces

It can be said that attitudes are the result of all learning, conscious or unconscious. During the impressionable age of youth, attitudes may change on the turn of a word, the look on another's face, or on the response to a claim for attention. All of the physical senses have impact potentially on attitude formation since the attitude of the individual may be influenced by any or all of the forces impinging on the child's waking moments.

Psychologists are reasonably sure that attitudes are formed by satisfactions and annoyances in vicarious experiences as well as in actual situations. History, literature, comic books, movies, radio, and television may readily present situations where the intellect is stirred and passions are aroused to such an extent that the result is a pronounced influence on emotional readiness to act in real situations in a manner directly traceable to some vicarious experience. If right attitudes are to be molded, attention must be paid to all these forces.

Some causes of attitudes lie in inheritance, others in physical environment, but the strongest influence is that of fellow human beings individually and in groups. Whether we are conscious of them or not, personal influences are highly effective in determining attitudes which in turn are a large part of what we call character. A strong feeling of admiration or contempt for another individual is frequently the basis for setting up in the student an ideal, an ambition, a prejudice, or a disposition that persists long after the original influence is gone. Therefore, the parent, teacher, pastor, friend, neighbor, adult leader, or any kind of individual selected for the direction of children and youth assumes an importance that is not always

recognized. Even some person fortuitously met or intently watched on the television screen may exert such a strong influence, either positive or negative, that the experience initiates or strengthens complexes of various kinds that are reflected in the emotionalized attitudes of the child. Beyond this is a long line of groups such as the neighborhood play group, the gang, the club, the summer camp, the Boy Scouts, Girl Scouts, Camp Fire Girls, church organizations, Junior Red Cross, Future Farmers, 4H Clubs, sand-lot baseball clubs, marching bands, and many others. Not least is the succession of school classroom groups with which many days are spent. Here the child gains many of the attitudes that will persist thru all his adult years. In every group will be found powerful determinants of emotionalized attitudes. Here the personal mores—the unreasoned folk habits—are established, for general good or ill.

Teaching Procedures Build Attitudes

In the faith that school experiences can and do make a difference in the attitudes held by the products of the school, teachers accept the task of developing attitudes of loyalty to democratic ideals. Classroom teachers, principals, superintendents, and other teachers recognize the importance of attitudes as one of the four major components in education for citizenship and work as specifically for progress in civic attitudes as they do for progress in information and understanding, in the skills of problem solving, and in the performance of civic services at school and in the community.

The wise teacher will inform himself on the psychology of developing attitudes. He will know, for example, that the pupil needs to see some reason and develop some desire for the attitudes which a teacher (in the home, in the school, in the church, or in the community) wishes him to possess. He must have an opportunity to see these attitudes demonstrated frequently, successfully, and consistently. He must become acquainted with the rewards which the practice of these attitudes produces. The most effective rewards are likely to be group approval and the approval of the adult leader. He must have an opportunity in everyday living to apply these attitudes to numerous situations within his own age group and in other segments of society. He must learn to feel the attitudes as well as to think them. Some one has written: "Our intellect is a mere speck afloat on a sea of feeling." While this speck is of tremendous

importance, there is no depreciation of it in the recognition that it may readily be dissolved or profoundly modified by an ocean of feeling.

The classroom teacher then will be particularly sensitive to the emotional tone in every teaching situation. He will strive to keep his own intellectual speck afloat on an even keel to be keenly aware of the total implications of hourly developments within his teaching group. He will not be unduly disturbed by the appearance of unconstructive attitudes in his pupils, recognizing the many forces that may have caused them. But he will not accept these unsocial attitudes as something permanent. Rather will he work with children and parents and rally the cooperation of community agencies to supplement his own constant efforts within the school toward the building of wholesome attitudes of civic loyalty.

Teaching by Example

Whether it be in the hero-worshipping stage of the child's early life or in his later educational career, the teacher's own civic competence will determine to a large extent the success or failure of his program of instruction. The successful teacher will cultivate those characteristics and carry out those activities which define the good American citizen. He must be deeply aware that the attitudes reflected in his daily living silently set the pattern for most of what he expects to accomplish in his effort to mold the lives of children.

Establishing a Healthful Atmosphere

Democratic attitudes can grow only in the climate of democracy. For the pupil, the classroom atmosphere is determined largely by the teacher. For the teacher, the tone of the school is set largely by the principal. For the principal and for the other administrators and supervisors of the school system, the spirit of the whole educational undertaking is keyed to the leadership of the superintendent. The superintendent cannot relay the responsibility further—no matter what handicaps of lack of support or of understanding there may be, there is an area within which he and his associates may work out for themselves a field of mutual respect and shared responsibility. In such a field of service ideals grow brighter, burdens seem lighter, and more is accomplished than where such respect and sharing are not found. Only in a school system where democratic relationships

are fully established can the best results be obtained in building within the individual pupil the attitudes of participating citizenship. To a limited extent, however, the principal within his school and the classroom teacher with his pupils may make smaller areas of democratic living regardless of outer circumstances. Whatever can be done should be done and much good work can go forward in any situation.

The classroom teacher's own attitudes may need self-analysis. If he feels hostility to any child instead of concern to help him, the teacher is in trouble himself. If the teacher shirks responsibility, shows favoritism, or exerts arbitrary authority, his classroom is not the place where loyalty to democratic ideals can grow. The American ideal requires that every human being be respected as a person and that each one has equal opportunity to live and to serve in his community. The same ideal can and must prevail in the classroom, if wholesome attitudes are to develop.

The child of today can learn to understand the true meaning of democracy and its functions only as he lives it in his daily life and particularly in his school life. Respect for the rights of others and for their possessions combined with a recognition of fair play is most readily learned in a situation where the individual child is free to initiate, to direct, to participate, to choose, and to contribute at his own level of ability, and in his own style, to the welfare of his group. In no other way can a student learn to recognize the necessity for a constant readiness and willingness to give to his fellows the same treatment both in big and small issues as he would expect from them. The wise teacher stresses the positive reward or satisfaction of work well done and the values of self-discipline rather than the negative restraint imposed thru fear of punishment for doing wrong.

The daily classroom routine provides opportunity for two of the most powerful teaching procedures ever devised—alertness for each chance to promote democratic living and sufficient flexibility to make it challenging, interesting, and permanently effective.

Participation in group activities develops a feeling of belonging. Sharing responsibility develops loyalty. With due regard for the teacher's responsibility to guide and direct, discussion and freedom of choice should be the basis upon which selection of learning experiences may be made. This involves teaching how to separate the trivial from the worthwhile knowledge. Most students will learn how to choose useful experiences and will support with enthusiasm

a plan which they have helped to make and to which they subscribe. In every teaching situation, therefore, each individual should share, so far as his capabilities qualify him, in the development and execution of the working plans.

Pupil-teacher planning and evaluation may be adapted to any grade level. A child should progress from kindergarten thru high school with opportunities for participation increasing in number and in degree of responsibility each year. As more and more individuals experience in school and in other social situations the zest of democratic living there should be fewer demands to be told what to do and greater readiness to accept personal responsibility for broader realms of action.

To provide real opportunities for growth, there must be freedom of choice. Neither sentimental sweetness nor dictatorial control is the climate of democracy. Children and youth should have opportunity to practice the civic virtues but they should also be led to see or to feel the undesirable consequences of civic failures. Good schools provide maximum freedom of choice consistent with acceptable standards of conduct. They avoid a policy of overprotection as well as overtemptation. Honesty is not taught by removing all opportunities to be dishonest. The capacity for self-government is not taught by removing opportunities to shirk responsibility. Thru providing realistic opportunities for self-realization, American education develops positive personal convictions by which successful citizens strive to live.

Knowing Each Pupil as a Person

Whether positive or negative, the way a child feels toward his work, his playmates, his teacher, or his school will determine to a large degree his success or failure as a citizen of his current social group. This point is illustrated in the following quotation:

A little girl called Mary was a poor citizen in the first grade. She disliked her playmates; she didn't work well with others; she did not want to go to school. One could usually depend upon her to do the wrong thing. Mary's poor citizenship was due to her many emotional problems, which resulted from her experiences prior to the time she entered school. In school she did not receive the help needed for adjustment, for she was assigned to a teacher who did not understand children and who showed them little love and affection.

John, on the other hand, entered school fairly well adjusted. He was a good citizen from the beginning. He was also fortunate in being assigned to an under-

standing teacher. John liked school; he enjoyed his classmates; he cooperated at school and at play. He felt free to express his own ideas. He knew that his parents, his teachers, and his classmates had concern for him. He felt that he belonged. (18:4)

A first-grade child's ability to learn to read is influenced by his background of previous experiences—mental, physical, emotional, and social experiences peculiar to him. His progress depends upon the guidance given by his teacher and the teacher's ability to help him relate these experiences and the new ones he is constantly having to the abstract symbols of reading. As in reading, so in attitude development. Guidance from adults can help children see a reason or feel a need for a given attitude or trait of character and can help provide those experiences which will strengthen understandings and promote growth in developing right attitudes.

Because each child's background is different, each one's needs are different. One fears responsibility, one is hesitant about starting new projects, one demands the center of the stage, another leaves his work half done—the wise teacher soon sees such attitudes of poor citizenship and works specifically and untiringly for the substitution of better attitudes. The patient reminder, the quiet, ready word of praise when the better practice is used—these are essential elements. When the parents are informed of the specific trait or attitude on which the teacher is working, home and school may join efforts in common cause.

One of the pressures on the professional teacher today is his impelling urge to study and to work individually with each child in his class or classes, an urge which so frequently is frustrated by large classes and heavy work loads that make such study difficult. More and more, however, does the teacher look at each pupil as a unique person and try to learn as much as possible about his background. Only by such understanding can the teacher give the specific help needed.

Recognizing Group Influences

Altho the teacher seeks primarily to develop desirable attitudes within individuals, the individuals he seeks to influence are usually in a classroom situation. The class also teaches. The skilled teacher learns to diagnose the class as well as its individual members; to understand its goals and its dynamic forces; to watch for cues of

group failure such as apathy, disorder, or exclusiveness; and to use appropriate remedial measures when needed.

The leading conclusion in a review of the psychology of group behavior was that the attitudes of an individual have their anchorage in the groups to which he belongs. Teachers have had many experiences with children and young people who promise in private conversation to be good citizens but who find something in the group situation which makes it impossible for them to carry out their resolutions. The boy whom the teacher interviews alone is not the same boy who sits in the classroom; emotional forces in the class group influence his behavior. The teacher may get the idea for a new approach in the finding that "many attitudes can be changed more easily by making changes in certain properties of the group than by directly teaching the individuals, as individuals." When the entire class commits itself to a given type of activity, the individual is helped in that direction. Not only the class as a whole but its subgroups, such as friendship cliques, demand conformity to certain group standards, and the more cohesive the group the greater is its power over the member (12 and 23).

As growth in citizenship is characterized by ever widening circles of loyalty, a characteristic of the well-adjusted functioning citizen is his ability to enlarge the personal group in which he can feel secure. The undemocratic attitude accepts certain persons but excludes others on the basis of race, culture, wealth, or other basis apart from individual worth. Citizens of goodwill actually grow stronger when they reach further in their attachments instead of clinging to small exclusionist islands of security.

Help from the Group

Sometimes the group can be enlisted to help maintain its own unity. The misfit in a group may be the vehicle for the development of loyalties that are substantial and real. One teacher of Grade V discovered soon after the opening of school that she had a boy who was an extremely difficult problem both to himself and to the group. He hated indiscriminately, bullied everyone with whom he came in contact, including the teacher, and refused to study or to participate in any class activities. The class group was unanimous in its antagonism toward him. After several futile attempts the

teacher decided it was impossible for the immediate present to change the boy so she started to work on the group. Teaching procedures consisted mainly of changing the attitude of the group so that they would begin to accept him. When a "blow-up" came, as was frequently the case, members of the class began to realize that they were partially to blame. Soon they found themselves defending the boy's attitude on certain occasions by saying it was not all his fault. Opportunities were provided in which he felt that he belonged to the group and he gradually discovered that he had a contribution to make as pupils called upon him for services connected with their regular classwork or their extracurriculum activities. It was a slow process but when the boy accepted the fact that he did not have to fight his world, he gradually became a better-adjusted individual and was able to continue work in the group with greater credit to himself and to the school.

Developing Group Standards

Many activities recognized in citizenship education as effective in building attitudes take added meaning when seen as a process of developing group aims and standards of conduct. Even as good citizenship cannot be *imposed* on an individual but must be *accepted* by him as desirable, so the group itself must accept as its own the goals toward which it can work effectively. Such standards can be powerful. *The best efforts of many a college faculty have run aground on the tradition that a gentleman's mark is "C."* But group aspiration can serve more positive ends.

It is not uncommon for student-developed standards of conduct to be instrumental in fixing attitudes of good citizenship more firmly than adult-imposed standards. Many student councils have been able to improve conduct in school when other methods have failed. The social pressure of a group that has assisted in developing standards of conduct in most instances reflects a sincere desire to share the responsibilities for their success or to correct their failures.

The standards by which students direct their behavior patterns are a measure of their citizenship. Respect for the rights of others, respect for the rules of the school, respect for public property, honesty, willingness to serve the school and community, willingness to submit opinions to the free forum of intelligent discussion, and the

habit of doing the task assigned in an efficient and accurate manner are the attributes by which we judge the student as a citizen of the school. These same attributes or the lack of them determine whether the student is ready to assume the responsibilities of citizenship in a larger sphere. While it is more effective when students on their own initiative detect poor citizenship, request a remedy and work out their own methods for securing it, the success of this method of developing standards of conduct presupposes that there is always an intelligent, sympathetic adult in the background who is willing to stand by and to help.

In such activities as the student council, intramural sports, assemblies, chorus, and glee clubs, planning by students is especially in evidence. In every case the success of this approach depends a great deal upon student-teacher relationship but an increasing number of classroom teachers are encouraging pupils to discuss, plan, and formulate their own standards and regulations as a means of developing self-control and generating self-discipline. Children as young as first grade can be given opportunities to participate in discussions where planning at their level is done and decisions are made regarding acceptable standards of behavior. It is in the secondary schools, however, where the more dramatic results of student planning and group influence are observed.

The Citizenship Education Project of Teachers College, Columbia University, has encouraged many activities in which students use their power for the good of all their fellows and the advancement of the community. Several examples follow:

Students in American Government in a large city high school decided that somebody should start action to clear up a confused situation in the municipal government and that they might as well be the ones to start. A carefully planned survey plus student-inspired discussions, with the full cooperation of the citizens and the press, gave the class an opportunity for citizenship practice that could never be found in books alone.

Students in Owensboro, Kentucky, sensing the importance of a proposed school building tax program in 1951, decided that they had a job to do if the public was to be persuaded to support it. The eighth-graders and the ninth-graders joined their forces, marshaled all the reasons why people should vote for the tax program and then planned ways to make these reasons heard. When the votes were counted, the school tax program had won and in the process the students had actually become better citizens themselves.

In Paris, Illinois, the ninth-graders who were studying local government decided to find out why their streets were so bad and what could be done about it.

The students came out of this project with some real knowledge about local government and Paris came out with a constructive plan of street improvement because of the interest stimulated by a group of boys and girls determined to practice good citizenship.

Chapter Eleven contains many examples of civic service by youth groups. Thru teacher leadership in developing a democratic atmosphere, young people were inspired to plan and carry out projects embodying high ideals of civic loyalty.

Aggressiveness and hate are often thought of as the most powerful of human reactions but military research tells us that loyalty to the group is even stronger. Men who had been in combat were asked, "When the going was tough, how much were you helped by thoughts of hatred for the enemy?" About *one-third* said such thoughts "helped a lot." But when they were asked, "When the going was tough, how much did it help to think that you couldn't let the other men down?" approximately *two-thirds* said that it "helped a lot" (2:12). New frontiers will open in education and in citizenship when teachers can learn to evoke in the rising generation as great a loyalty to other men who are fighting the battles of peace.

Using Information To Build Attitudes

Unrealistic as it is to assume that the mastery of textbook learning alone will build loyalty, it is equally unrealistic to assume that knowledge and understanding can be neglected. The relationship of information to civic attitudes is recognized almost universally in curriculum materials in the social studies, often to the extent of drawing up lists of specific traits and attitudes toward which the teaching of subjectmatter is expected to contribute.

A young child may frequently learn *about* a thing without developing a proper attitude toward it. A classic example of this is found in the first impressions of sex, acquired in devious ways, which may contaminate and distort his thinking, adversely affecting his attitudes and behavior. Similarly, a youth at an impressionable age may learn about communism or capitalism, management or labor, democracy or dictatorship without developing a capacity for critical evaluation or discovering in his knowledge the criteria for proper behavior in a free society.

Especially in the secondary school, with its departmentalized form of organization, special problems arise in developing informational

studies in such a way as to make a greater contribution toward civic loyalties. The secondary school is increasingly the school of all American youth. As the most advanced school to which many will go, it has a culminating responsibility for developing habitual attitudes toward life which will insure constructive citizenship.

The NEA Educational Policies Commission in *Education for ALL American Youth: A Further Look*, has proposed new steps in relating the procedures of the secondary school to the demands of changing American life (14). The importance of this document is readily understood by those who recognize the traditional difference in the educational approach of the secondary school as compared with that of the elementary school. While education for citizenship, along with general education for moral values is a pressing concern for all elementary-school teachers at their respective grade levels, the traditional secondary school is so highly departmentalized that citizenship training is sometimes of special concern to only a few teachers. Those "subjects," most teachers say, are the special work of the teachers of civics or history. While it is conceded that the secondary-school student receiving his education in this traditional way may learn skills and acquire information, his skill and his knowledge are valuable in citizenship only to the extent that his attitudes are in accord with American ideals. Proper attitudes come from proper interpretation and use of all facts as they are learned. It is necessary that attitudes contributing to constructive American citizenship and correct living be encouraged and developed as students progress from grade to grade and are exposed to varying subjectmatter areas.

Teachers must always remember that the accumulation of facts may or may not modify attitudes and behavior patterns. In order to modify an attitude, the student must work with those facts himself. For example, a young person does not learn to drive carefully by learning accident statistics but rather by handling a car in situations where accidents are possible. A student will not necessarily modify his political affiliation because he learns the details of our foreign aid program, but as he works with those facts and sees them in their various relationships, they may create a basis upon which he decides either to change or not to change. Good marks on an examination in history are important, but by themselves they are no guarantee that the proper attitudes have been developed.

Facts must always be carefully weighed and interpreted in the light of American ideals, and their implications discussed with others with an open mind before reaching a conclusion. Care must be exercised, however, to avoid the attitude of a mind so open that the individual dwells in a state of perpetual vacillation and confusion. It is the faith of America that, when the great ideals on which its Constitution is based are presented by devoted teachers and truly understood, they will be accepted as firm convictions by each generation of its citizens.

Direct Teaching of Ideals of Patriotism

Direct teaching of the love of country thru the constructive use of symbolism and the appeal to lofty emotions of sacrifice and devotion has long been recognized and widely practiced in the schools. This emphasis should continue and increase, allied with a variety of other methods.

Symbolism and ceremony—Loyalty to democracy and its principles can be created best by a many-sided approach, carefully planned and executed. Flag ceremonies, personal pilgrimages to historic shrines, television views of historic events, clubs, rituals, pledges, musical productions, art experiences, dramatic sketches, pageantry, conferences, celebrations—all forms of constructive symbolism with emotional appeal have an important place. Wide participation in many activities, curriculum and otherwise, that inspire the emotions, stir young people to believe in democracy and provide ceaseless reconstruction, refinement, and improvement of their notions of what constitutes worthy behavior in a free society should be planned for in every citizenship training program.

Kindling the imagination—Democracy has been slower than dictatorship to put the emotions to work creating favorable attitudes toward its principles and ideals. Because of their emotional quality, attitudes may be taught by the use of poetry, dramatizations, literature, games, and music. Such an incident as the following suggests the response that even young children make to the drama of our country's story:

A group of fourth-grade boys and girls were listening to the reading of a first-hand account of a wagon train going westward in the early days of our

country. They had followed the pioneer family through mountains and rivers, through hunger and thirst. A part in the story was reached when the baby in the family sickened and died. The statement was made, and made very simply, that the baby was buried on the prairie and the next day the wagon train moved on. Emotion was too great for the reading to proceed. A large boy in blue jeans and thick shoes burst out, "I wish they knew we cared; I wish they knew we want to build America, too!" (17:129)

One school's program—Considered efforts on the part of the faculty and student body to provide opportunities for the development of attitudes of loyalty usually produce amazing results. One high school, which made its first objective the development of attitudes of good citizenship, lists the following activities as those which contributed most to the success of its program:

1. Films were presented to club groups, parent groups, class and smaller groups, dealing with topics which enhance the love for our country. Preparation for the film showings and discussions following each projection were most fruitful.

2. Articles in school publications were written to stress the importance of national holidays and other phases of citizenship with emphasis upon ways for making them more effective.

3. The national anthem was played or sung at all athletic contests, other public gatherings, and at all school assemblies.

4. The pledge of allegiance, at the request of the student council, was repeated at all council meetings, and at the flag-raising ceremonies which marked the beginning of each school day. A hughle call accompanied the raising of the flag by the color guard of the student body. This ceremony took place while all students were in their homerooms with corridor doors open. At the end of the hughle call the pledge of allegiance was recited in unison.

5. A special effort has been made by faculty and student committees to have either homeroom programs or all-school assemblies for Armistice Day, Thanksgiving Day, Christmas, Washington's Birthday, Lincoln's Birthday, and Memorial Day.

At Christmas this particular school has given the "Nativity" for many successive years as a parent-student-teacher program, created and developed in a spirit of cooperation and of loyalty.

6. Anniversary Day has been observed annually since 1912 to develop loyalty to the school and the all-inclusive school motto, "For the service of humanity."

7. A moment of reverent silence is observed during each noon lunch hour. This is traditional with the school and has seemed worthwhile to all students who participate.

8. Students are encouraged to participate in panels, discussion groups, literary efforts, and programs dealing with topics based upon national problems. They are called upon to present programs at the veterans' hospital and before numerous church and civic groups, thus developing a spirit of interdependence and loyalty to the community at large.

9. The school band participates in many patriotic parades. Its appearance in uniform helps to foster a spirit which demands superior conduct on the part of its members. The same principle is followed in the provision of equipment for all activities in which students appear before the public.

10. The students are made conscious of the value of school property. There is continuing emphasis on keeping the high-school building and all instructional equipment in good repair.

11. Bronze plaques in the corridor are constant reminders of the sacrifices made by former students who have served in the military forces of the United States. Small markers near memorial trees on the school grounds provide the basis for learning situations for the building of attitudes of loyalty to the ideals for which former students have given their lives.

12. Flags are displayed in every room and on the assembly stage. The state flag is also on display and the American flag flies from the tall flagstaff in good weather while school is in session.

13. Bulletin boards emphasize certain events of nationwide interest. Patriotic posters produced by art students, safety slogans promoted by the student council, and many other activities have had a beneficial effect upon individual participants and the entire student body.

14. During National Brotherhood Week the school follows national plans for observance of all objectives of this great movement. Thru elimination of racial prejudice in the daily school routine, students are elected to positions of honor and trust regardless of race.

15. Students unable to speak the English language have been accepted by the student body. Clothing has been supplied for displaced persons who arrived in the United States with few, if any, personal possessions and in one instance local students organized a study group to learn the foreign tongue so they might be more helpful. This cooperative effort created a new sense of values in human relationships.

16. Pan-American Day and other occasions for worldwide friendship are observed in considerable detail.

17. The school has maintained 100 percent membership in the Junior Red Cross and has sponsored an extensive program of activities following plans for city and national service.

18. In every school venture administrators, faculty members, and the student body work toward a common goal thru joint efforts. The parents, the women employed in the school cafeteria, the custodial force, and the students feel that the school is definitely *their* school and that joy and success depend upon whole-hearted cooperation.

Illustrative Activities That Build Civic Attitudes

From various sources schools have reported numerous activities in which pupils have participated at all grade levels for the purpose of successfully building attitudes. Space will not permit lengthy descriptions but the following list calls attention to the possibilities within the reach of any school group that wishes to build attitudes of loyalty and cooperation.

School safety patrol—This organization plays a large part in many school systems in the development of dependability, mature judgment, and the capacity to assume responsibility.

Playground—Every student participating in the activities of a properly supervised playground can soon learn to assume the responsibility of preventing trouble or stopping it. Self-discipline is a direct result of these experiences.

Student help in lunchroom and in school offices—These jobs, ordinarily given to students who need financial aid, are often sought after by students regardless of need. They learn that labor is honorable and that success depends upon the development of such traits as dependability, honesty, and efficiency.

United Nations assembly—One school planned and produced a United Nations assembly in which many pupils and teachers worked cooperatively to include all minority groups actually represented in the student body. These groups included Negroes, Japanese, Estonians, Latvians, English, and German students.

The socio-drama—This device—pupils informally acting out a problem situation,—has been used by many schools and is very successful in the hands of the more skilled teachers. It leads to wider insights into the problems faced by other individuals and thus promotes fellow feeling and concern for others.

The problem approach—In all classroom activities the problem-solving approach provides opportunities not only for the acquisition of knowledge and skills but also for growing commitment to acting on thinking and for love of truth as a basis for decision.

A courtesy campaign—On the assumption that the Golden Rule is basic to democracy, courtesy campaigns have been carried forward in several schools with outstanding success. A schoolwide project, sponsored by the student council, using posters, rating sheets, films, assemblies, essay work, and similar activities is not unusual.

Printed and audio-visual materials—A wide variety of magazines, pamphlets, newspapers, radio and television broadcasts, and other mediums of communication have been used to expose learners to the thinking of many individuals who express different points of view. Thru vicarious experience students have learned that honest men may differ, that there is no one answer to many of our problems, and that in fact most basic problems are many-sided. This forms the basis for a broad-minded intelligent approach to democratic living. At the secondary level the use of a variety of materials in the field of international relations provides students with a background for recognizing intelligent leadership in that area and for assuming personal responsibilities for international understanding.

Ideals of cooperation and service—In many schools teachers, students, and PTA groups have participated in projects that serve to develop a feeling of pride and loyalty in the school or in the community in which they live. These activities cover a variety of objectives ranging from the collection of old clothes for the local thrift shop to money-making programs designed to buy new curtains for the stage or uniforms for the band.

Assemblies—Assemblies presenting various sides of political issues of the day with subsequent class discussion provide interpretations of current political, social, and economic problems essential to citizenship.

Music education—In the area of music education opportunities for self-expression individually or thru group activity may be the means of learning such

important principles of good citizenship as self-assurance, self-realization, personal security, cooperation, and respect for the rights of others. Participation in music activities either thru performance or as part of an audience may also serve as a sound basis for developing appreciation and personal acceptance of moral and spiritual values in the lives of the participants.

Success thru Vigilance

Only a lifetime lived in a spirit of loyalty to American ideals can bring the final proof that any individual student has really caught the vision that the schools in so many ways are trying to transmit. But often there are glimpses to suggest that "the fire that in the heart resides" has been kindled. For example, two high-school students recently gave the following answers to questions: "How is loyalty expressed?" and "What does democracy mean to you?" To the first question the answer was:

Loyalty isn't waving a flag and shouting your approval of the moment's hero; loyalty is the willingness to sacrifice everything that is yours, even your life, for what you believe in and accept. Loyalty to your country is the most powerful weapon it has, for it can overcome all opposition if it has the loyalty of its people.

To the second question another student replied:

Democracy to me is a way of life where people may do, say, and think whatever they want within certain bounds. It means also that I have the opportunity to go into whatever field of work I choose; even if I am unsuited for that type of work, I can try it. Democracy means I can choose the friends I want, the books I wish to read, and the organizations to which I would belong. It's the freedom of living my life the best way I can without fear. In a democracy all of these privileges are mine so long as they do not interfere with the rights of others.

Altho the final proof may be lacking, there is much to encourage the teacher in unflinching persistence in keeping the idealistic standard high. The building of loyalty to American ideals requires constant vigilance to avoid missing the innumerable opportunities for learning which present themselves in daily living. It is important that each child learn the necessity of protecting human dignity. He must learn to eliminate prejudice in himself and others and he must develop the ability to apply a great deal of common sense in all human relationships. He must recognize, respect, and obey authority and must learn that there can be honest differences and disagreements without disloyalty or disobedience. He must realize that unity does

not depend on uniformity but rather on "out of the many, one," and that inspiration and motivation are destroyed when total conformity is enforced. Finally, he must subscribe to the truism that there is strength in this diversity of ours and spiritless stagnation in a single pattern prescribed for all. This is the priceless heritage of the American citizen.

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Learning How To Deal With Civic Problems

OUR American society has been built upon and is maintained by a system of ideals and values. Among these ideals are those of an informed citizenry and widespread civic participation. Basic to our form of group living is the concept that the individual has the right to participate in making decisions affecting himself, and the corresponding obligation to abide by the decisions when made by the majority. Such civic participation calls for the ability to sense civic problems and to share in their solution.

A distinctive feature of our form of government is that the basic decision-making function is kept close to all the people thru free elections or thru their freely-elected representatives. In dictatorships or other forms of totalitarian government most vital decisions are made by relatively few people. Thruout history there have been reasons advanced to explain the necessity for placing the right and responsibility for decision making in the hands of a few. Kings supported their claims by saying it was their divine right and obligation. Dictators in recent history have claimed that they were chosen as leaders by a majority party and hence they were expected to make decisions for a nation. Others have suggested that the people could not make intelligent decisions because of lack of information, because of ignorance, or because they were confused, and hence someone needed to make decisions for them.

Decision Making Basic to Civic Life

In our own republic, with a population of 160 million, we recognize the physical impossibility of having all the people making many decisions on the national level as they did in the tiny democracy of ancient Athens. Nevertheless, the universality of educational opportunity, our technological improvements in communication, and the public opinion poll have brought us to a point where more and more people may help make decisions on important civic matters

which affect their welfare. Consequently, the skill with which they make or help make decisions becomes a basic element in our civic life, and an important objective in education for improved citizenship.

Decision making is the selection of one pattern of action over other alternative patterns, the coming to a conclusion about matters. Simply stated, it is making choices. Life is an endless process of making choices, some of which are personal matters having relatively no effect on others. Whether an individual chooses a white or a gray house, hamburger in preference to roast beef, a six-cylinder rather than an eight-cylinder car, does not vitally affect the community. But when citizens choose between a member of Congress committed to reducing deficit spending by various means including cutting the national defense budget, and one who is pledged to expand the armed forces, either by deficit spending or some other means in order to insure strong defenses, it may vitally affect the future of all.

Decision Making in the School Curriculum

As the public schools of America strive to improve the abilities of citizens to govern themselves, they are committed to improve the ability of citizens to make wise decisions. A number of considerations which the school recognizes as pertinent to this end have already been discussed in previous chapters. The loyalties of citizens, the values and beliefs about ultimate good which they hold, and their fund of knowledge and understanding are all highly important. Schools develop courses, procedures, and varied experiences to teach these things and they all contribute to decision making. This chapter, however, centers attention on the school's attempts to teach methods and procedures for solving civic problems. It describes some of the important skills which should be taught if citizens are to improve their *know-how* in solving civic problems.

Schools identify their efforts to teach these skills in different ways. The terms *critical thinking* (1),¹ *problem solving* (2 and 25), *open-mindedness* (18), *reflective thinking*, *the scientific method*, *interpretation of data*, *propaganda analysis*, are all used to designate goals or procedures which are to be included in this discussion. The phrases

¹ See references at end of the chapter. The first number in parentheses identifies a publication by its number in the list of references; the number following a colon refers to specific pages within the publication.

critical thinking and *problem solving* will be used in this chapter to denote *various methods used to examine situations and facts and to arrive at decisions and actions with an open mind.*

Altho the two terms "critical thinking" and "problem solving" carry much the same meaning, it may be advantageous to make some distinction between them.

The term "critical thinking" may be used for those situations in which pupils work on a problem and individually or as a group reach the decision they consider best but cannot put their decision into action because the power to do this is in other hands. A class may study the problem of a proposed lowering of tariff barriers, may assemble the relevant evidence, and may arrive at individual judgments or even agree on a solution, but cannot take any final action. Nevertheless the process can yield increased power to deal with social problems.

This discussion applies the term "problem solving" to situations where pupils have a problem real to them on which they can arrive at a decision and then can put this decision into action. In true problem solving a group makes a choice and then has to live with the consequences of that choice. Thus a class may have the problem of planning a group social activity, may decide upon a class picnic, may then have the picnic as planned, and later evaluate the choice made against other possibilities that had been available. In such a case the process is complete.

The value of a direct approach to the teaching of problem solving in school was illustrated in a controlled experiment conducted as part of the Stanford Social Education Investigation. High-school seniors taught by the problems approach, when compared with an equated group taught by the topical approach, showed greater progress in critical thinking, in work habits and study skills, in consistency of point of view, and in the breadth of interest in contemporary affairs (20:156-70).

What Critical Thinking and Problem Solving Include

Many of the attempts to list the crucial aspects of either critical thinking or problem solving owe a debt to the early formulations of scientific procedure and to Dewey, who gave the following specific five steps to describe what he called reflective thinking:



Public Schools, Los Angeles, Cal.

We develop thinking citizens by encouraging students in the making of intelligent decisions and the thoughtful solving of problems of common concern.

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1. A felt difficulty
2. Its location and definition
3. Suggestion of possible solution
4. Development by reasoning of the bearings of the suggestion
5. Further observation and experiment leading to its acceptance or rejection; that is, the conclusion of belief or disbelief. (6:12-15)

The National Council for the Social Studies identifies the following activities to explain critical thinking about social problems:

1. Defining the problem
2. Locating, selecting, and organizing information
3. Evaluating information, determining its accuracy
4. Drawing conclusions on sufficient data, which eliminates wishful thinking
5. Presenting conclusions in acceptable form, indicating the value of judgments involved
6. Reconsidering conclusions. (13)

The staff of the Detroit Citizenship Education Study formulated tentative procedural steps in problem solving as follows:

Defining the problem

1. Encountering the problem
2. Selecting the problem
3. Wordng the problem
4. Setting up tentative conclusions.

Working on the problem

1. Recalling known information
2. Determining need for more information
3. Locating sources of information
4. Selecting and organizing information
5. Analyzing and interpreting information.

Drawing a conclusion

1. Stating possible conclusions
2. Determining the most reasonable and logical conclusions
3. Reaching a conclusion.

Carrying out the conclusion

1. Acting on the conclusion
2. Reconsidering the conclusion. (14:338-43)

The procedural steps suggested by the National Council for the Social Studies are not primarily concerned with action problems centered on how a plan shall be executed and with what resources. They may be used to find facts and arrive at conclusions in problems similar to the following: How is our water supply safeguarded? What is a balanced meal? What were the causes of World War I? They are also used to determine the more desirable or less undesirable of two alternatives: Shall we use part of our school grounds for a lawn? Should price support for farm products be continued?

The conclusions to such problems can be stated in a single word. The important next question when such issues occur in civic affairs is: What shall be *done* about the conclusion? It should be noted that the two examples here differ sharply in the extent to which pupils may have power to put their conclusions into effect. In most schools pupils probably may use part of the school ground for a lawn if they decide they want it and ask for it. In no school can pupils do much more about price support for farm products than write their representatives and senators and urge others to do the same.

The Detroit Citizenship Study outline indicates in its fourth heading that in real problem-solving situations the conclusion should be acted upon and then reviewed, but it does not indicate the procedures that may be desirable in determining the program of action.

To aid in arriving at decisions about the kind of action which should be taken and the way the action should be carried out, logical schemes similar to the problem-solving steps previously quoted have been devised. One such scheme devised by Kurt Lewin as an "action spiral" is reported in the following sequence of steps:

1. *Determine Specific Objective.* Know the present situation. Determine the kind and degree of change desired. Determine time limits.
2. *Decide the Basic Idea of the Plan.* What aspects of the situation would be the foremost line of action? What pattern will it follow?
3. *Explore the Means.* What is the focal point of attack? What are our channels of communication? What resources are available in relation to the objectives?
4. *Reconsider and Restate.* Revise the specific objectives in relation to the means considered.
5. *Elaborate the Plan.* Where? When? What? Who will do? Each step outlined as completely as possible.
6. *Discover Specific Difficulties.* Blockage that must be overcome.
7. *Consider Alternatives.* Procedures to be followed in case of unforeseen difficulties.
8. *Expect Countermeasures.*
9. *Do.* Carry out the plan.
10. *Determine Effects.* Reconnaissance. Feedback of information.
11. *Revise the Plan.* Retrace the same steps in the light of new information. (14:111-12)

These various analyses show the logic and the different factors involved in decision making. Such analyses are reasonable, they may help to clarify thought, but they do not truly reveal that diversity is the rule in the attack on most problems. They cannot be followed

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as hard and fast guides. Certain steps may be ignored, or may be used in reverse order in some types of problems. Sometimes no acceptable conclusion can be reached. In problem-solving activity by groups, the psychological factors may dictate the sequence of activities. This may account, in part, for the different ways of describing the operation and also account for the complete acceptance of the idea that the teaching of critical thinking and problem solving is desirable, but that agreement on a single outline and framework for such teaching is not desirable.

Problem Solving by the Individual

The following case clarifies the meaning of the term "problem solving" as it is used in this chapter and indicates the key aspects of

which he uses. It does help him to get up in time for school. He does pass. His problem is solved.

Of course a young person does not formally and consciously go thru such a series of steps. Nevertheless, when faced with a problem he needs to go thru some such process when he has no habitual response immediately available that is suitable for meeting the situation. Young people have to learn how to solve the problems that arise in their individual lives. The school has a responsibility to make the learning process here quicker and more certain. The young person who has learned an approach for solving his own problems is on the way to becoming a good citizen.

Problem Solving by the Group

In solving *group* problems, in addition to clarifying the goal, analyzing the problem, and finding a promising solution, there is a fourth factor, which is often added, namely, of resolving conflicts among individuals in the group.

Group conflict is usually caused by diverse ideas about goals, underlying assumptions, or value patterns and by undesirable interpersonal relations. Conflict may occur, for example, when a group of citizens is attempting to solve the problem: How can we make our community a more desirable place in which to live? To faction X in the group, the obvious answer is to make it more beautiful, meaning grass, shrubbery, and flowers. To faction Y the obvious answer is to make it a better place for our children, meaning more play space. The conflict in values becomes apparent when faction Y contends that natural human rights of freedom of action for youngsters are more important than grass and flowers, if there is not enough space for both. The appeal to natural human rights is an effort to show the priority of these values over those held by faction X.

Group inability to engage in problem solving may also be due to lack of ability to work cooperatively with others. This is evident when the individuals in the group do not recognize or understand the roles played by others or do not have an adequate perception of the roles they are playing or should play to help solve problems. If, for example, a spokesman in Group X attempts to act dictatorially, the resistance to compromise in Group Y may be increased.

A group engaged in problem solving is not only (a) motivated to achieve an objective, (b) thwarted by blocks to the direct achieve-

ment of the objective, and (c) devoid of immediately available, habitual response and value patterns which indicate the solution. The group must also (d) maintain satisfactory teamwork and a balance of roles and abilities to insure the unity and continued effort to proceed together.

Recently published curriculum aids in citizenship and the social studies frequently include helps to teachers in recognizing the forces that work within groups. For example, one report suggested that teachers discuss with their classes and committees the qualities of a healthy group versus those of a sick group, and agree upon basic principles of operation. The two types were characterized thus:

Healthy Group

1. Democratic leadership
2. High degree of permissiveness
3. When a person speaks, all listen
4. Searching for causes that are basic
5. Decisions are group decisions
6. Takes time to explore and define the problem
7. Before moving ahead to solution the group often makes use of consultant for expert advice, but expert is on tap, not on top
8. High morale.

Sick Group

1. Autocratic or wishy-washy leadership
2. Ideas often shut off
3. Much speaking, little listening
4. Much blaming goes on
5. Decisions are those of leader or small clique in group
6. Some members or group moves on to action before the problem is really defined
7. Seldom recognizes need for consultant aid
8. Low morale. (19:36)

Desirable principles of operation for a healthy group may be summarized as follows: Take time to get acquainted; be informal. Devote time to discussing what makes a good working committee or group. Clarify procedures; establish the role of the chairman, the observer, the secretary or recorder, and of the general members. Consider the representation; is some one omitted who should be included? Allow for a plan for a growing sense of groupness; establish an atmosphere of permissiveness in which people can blow off steam, recognizing that such release may be necessary before constructive action can begin. Provide proper conditions and tools for group work—blackboard, paper, tables, comfortable chairs, adequate ventilation and light. Take time to explore the problem area, realizing that the real problem is often not the surface problem. Identify and isolate subproblems. Make fact-finding surveys. Liberate all discussions from "personal idea possessiveness." Once a suggestion has been made it becomes group property rather than

personal property; this makes possible the objective examination of an idea without attacking the person who may have contributed it. Do not just talk—move on to constructive action.

Committees—One of the most familiar devices thru which a group organizes for the study of problems is the appointment of committees to work on subdivisions of the problem. Committees are so much a part of American life that their appearance in school is a natural parallel to the adult community. The school, however, has the responsibility not only for using committees but for helping children and young people learn to take part in them effectively.

This learning should begin in the elementary school. A curriculum bulletin for New York City teachers of Grades V and VI includes five pages on committee work. It suggests a slow approach by allowing one committee to give a demonstration, with the class observing and developing standards. A second demonstration by another group gives opportunity to test the standards. The teacher must assure himself that each group that moves into committee work understands committee procedure. When committees are working, the teacher moves from group to group, observing process, noting pupils that may later need individual help in certain skills, and helping where needed without interfering in committee initiative. The following is a pupil-planned chart for guiding committee work:

<i>A Good Committee:</i>	<i>A Good Committee Member:</i>	<i>A Good Committee Leader:</i>
Makes sure it understands the assignment.	Understands his assignment.	Understands the group assignment.
Agrees on the duties of each member.	Does his part.	Sees that everyone has a job that he can do.
Tries hard to carry out its job.	Shares materials with others.	Keeps track of what is done each day.
Uses different sources of information.	Uses materials carefully.	Is fair and never bossy.
Discusses its problems quietly.	Speaks politely.	Makes sure the finished task is the best the group can do. (17:78-79)
Plans its report carefully.	Listens attentively.	

When groups engage in problem solving, they usually have two kinds of problems to solve simultaneously. They have, as Thelen suggests, *achievement* problem solving, the problem of finding the solution to the situation upon which the group is working, and *process* problem solving, the problem of maintaining unity and satisfac-

tory human relations within the group (24). This second type of problem solving by groups is being increasingly explored by those interested in personality, human relations, and group dynamics (2, 3, 4, 7, 11, 12, and 21).

Group dynamics—In recent years the concept of group dynamics has entered increasingly into discussions of education and the educational process. And not alone in educational circles. Industry, business, and the armed forces also are giving greater attention to the implications of group dynamics. Here, however, our concern is with its significance for citizenship education, and particularly for critical thinking and problem solving as means to the development of American citizens.

By group dynamics is meant the interaction of the forces in a group which determine the behavior of the group and of its members in the group situation. Every group, whether of children or of adults, has its own dynamics, its own pattern of forces, its own set of interpersonal attitudes. To understand the dynamics of a particular group, one needs to examine the conditions in the group that give rise to varied forces. Why are the members in the group? How do the members really feel toward each other? What is the place of the leader? How does he regard his function? How do the others conceive of his function? Is there provision for alternating leadership? Does the group have a clearly defined goal? Is communication among members of the group effective?

Group dynamics, thus defined, clearly has a bearing on the effectiveness of a group in achieving its purpose, in solving its problem. A school faculty which is seeking to improve the school's citizenship education program needs to take account of the interplay of forces within the group. There must be understanding of the power of the group to influence the attitudes and actions of individuals within the group. A class of pupils depends largely for its success in solving a common problem on the relationships among the individuals constituting the group. Certainly the teacher should be conscious of such matters. Further, if children are to learn to meet problems better as groups, they need to come to appreciate at their level what promotes and what hinders their cooperative activity.

Research into the dynamics of groups has resulted in a number of relatively new technics for improving the effectiveness of group work. These include such activities as role playing, thru which in-

dividual members of the group can to a degree experience for themselves the feelings and points of view of others in the group (22). Any such methods, however, need to be selected and used in relation to the needs of a particular group at a particular time.

A whole new literature has developed in this field. Unfortunately, many of the articles appear in periodicals not readily available to teachers in many school systems. For them a volume by Benne and Muntyan may be helpful, for it presents selected readings from a wide range of books and articles dealing with group dynamics and group development (3).

Essential Steps in Problem Solving

To indicate specifically the kinds of activity which comprise the problem-solving method four essentials are described:

1. Recognition of and a more precise definition of issues
2. Formulation of tentative solutions
3. Building an adequate background of understanding and collecting, marshaling, and appraising relevant facts
4. Selection of the best solution by thinking, or by thinking and actual trial.

Recognition of Issues

When the problem is vague or broad, it becomes necessary to define it more closely before next steps can be taken intelligently. To illustrate, let us assume that John, in a junior high-school, is taking part in a discussion of the advisability of acquiring language skills so that students can communicate more adequately with each other. As John concludes his statement, Joe asks, "What about the school paper?" At this point it is impossible to know whether Joe means that the school should have a better school paper, that there should be more opportunity for students rather than teachers to write articles, that the cost of the paper should be lower, or that he has some other idea for using the paper to extend communication among students. The problem, if indeed there is one at all, is not clearly defined. When problems are listed as topics—the Student Council, Playing on the Lawn, Noise in the Hall—they are not well defined since they do not point direction for next steps. The statement of a problem as a topic often indicates that there is a cluster of problems. The problem of the school paper might appear as three questions:

1. How can more student contributions be included in the school paper?
2. How can the cost of the school paper be reduced?
3. How can the quality of writing in the school paper be improved?

Trying to solve the cluster of three problems as tho they were one results in confusion. Success depends on focusing attention on one clearly defined item at a time.

One of the courses frequently required in high school is called "American Problems" or some similar title. This entire course is dependent upon an adequate recognition and statement of problems. A curriculum bulletin in Superior, Wisconsin, offered among others the following suggestions to teachers in selecting and wording the issues considered in the Grade XII problems course:

Is the problem of real importance to most of the population?

Does the problem deal with matters relative to contemporary affairs?

Does such a problem lend itself to the natural use of available reference materials?

Does the problem challenge the interest of the pupil, or is it one in which his interest can be aroused? (Recognize age level, and bright and dull pupils.)

Will the problem be understood at the social age level at which it is presented?

Is it possible for the problem to be treated in such a way that trends which have implications for the future may be illustrated, discussed, and visualized?

If the problem is such as to excite prejudices and biases, would it be possible to treat the issues that do not call forth strong feelings at the beginning of the experience? (Allow the group time to develop democratic procedures before dealing with issues likely to excite strong feeling.)

Is the statement of the problem brief but inclusive? (Economy of words; problem not so narrow as to be trivial, not so broad as to be vague.) (23:8-9)

A similar but shorter list of standards for picking good problems was developed by a teacher in Washington County, Maryland, with the help of high-school pupils:

1. Are they solvable?
2. Are they valuable for both long and short range views?
3. Will they provide practice in real living skills?
4. Can skills and information from both Civics and English be used?
5. Are they real problems of personal and social living?
6. Are there enough materials available on the topic?
7. Are the problems interesting and challenging?
8. Would you be a better person after working on them?
9. Are you anxious to get started on them? (26:68)

There is an increasing tendency for the subjectmatter of the social studies in all grades to be presented in the form of questions: How shall we plant and care for our school garden? What are the characteristics of our community that have contributed to its rapid growth? How can we best conserve and use our natural resources to-

day? Questions such as these are found as the titles of units of study in elementary-school classes. Classroom situations likewise create many questions: How shall we select the children to do the classroom housekeeping jobs? Whom shall we invite to see our play? What is the best way to avoid crowding in getting our wraps from our lockers? Teachers of all grades have the opportunity for helping children, no matter how young, to recognize problem situations and to learn that there is a useful way to follow in trying to find answers to questions that affect other people.

Formulation of Tentative Solution

In clearly defining problems, or even before this is done, possible solutions may evolve. This happens automatically in handling problems which are of the either-or type. Should 18-year-olds be allowed to vote? Obviously, they should vote or they should not vote. There are no other likely choices.

In considering the problem, "How can more student contributions be included in the school paper?" such tentative answers as the following may already be in the minds of those defining the problem: Enlarge the staff, change the staff every two months rather than every semester, double the number of pages, enlarge the page size, inaugurate a letter box, and eliminate the advertisements.

It is in the formulation of possible choices that creativity and originality are exerted to the utmost. Creativity has its opportunity here to influence the search for facts, opinions, and values which will be studied and considered in the next steps. The guidelines in the search for information are established by the tentative solutions.

Building Background of Understanding and Facts

The tentative choices are often "hunches" or even wild guesses. They must be examined in the light of more adequate information. Schools have done a great deal in teaching young people how to locate and to classify information. All the skills of study, including reading, use of reference material, writing, spelling, and computation, play an important part. These skills are necessary to build the background of information needed to understand the problem and to select and check upon relevant facts.

The appraising and comparing of the information, however, is a slightly different process. Appraising raises questions of ideals, stand-

ards, and values. Is it fair to select only one set of opinions or facts? What was the purpose of an author or agency in compiling a particular set of facts or in presenting a particular case? It involves not only judgments about the adequacy of information, but an insight into the possible motives and beliefs of the persons who compiled, reported, or used the information.

The process of developing a healthy skepticism instead of a shallow cynicism is difficult. Many high schools include a unit on public opinion and propaganda analysis. There is danger of oversimplification of issues in dealing with persuasion materials, and new approaches are being developed in such studies. In an age of cultural conflict it is to be expected that many groups would seek to convince the public that their causes are just. These groups will use propaganda, which in itself is not wicked or immoral. The main issue is not whether a cause does or does not use propaganda, but whether or not the cause itself is just. An unscrupulous use of propaganda makes suspect a cause that resorts to such use. The critical examination of data should be not merely for discovering inaccuracies, but for finding reliable information that can be used as the basis for sound thought and effective action. The effective citizen should understand the role of persuasion and try to determine the motives behind it. He should be able to analyze the symbols of propaganda, should learn to check on the reliability and accuracy of specific quotations or statistics and to evaluate the logic of persuasive statements. He then will be in position to use a given body of evidence in relation to the total pattern, and he himself will use persuasion to express his own thinking in a wholesome and effective manner (20:320-33).

An important part of the analytical stage of problem solving is an examination of the values which may have given rise to the controversy, and upon which possible solutions might be based. The person who holds a given point of view on a controversial issue asks himself *why* he holds that particular attitude, and he tries to understand the reasons why others hold opposing views.

Selection of a Solution

When the problem is clear, and tentative solutions have been used to guide the gathering of the best information available, decision making, by thinking, by actual trial, or both, is in order. A solution

must be accepted, others discarded, or one or more must be changed to form new and acceptable conclusions. In some cases the information gathered is not conclusive; it indicates rather that a certain proposal should be tested in a particular way before a solution can be accepted with a reasonable degree of certainty. Perhaps a new problem exists which may be stated thus: Will this work as predicted? If the try-out or experiment ends as expected, the conclusion is strengthened; if not, another conclusion must be tried.

Not all problems have conclusions which are subject to experimental test. For example, the controversial question, "Should 18-year-olds be allowed to vote?" is not easily tested. Many decisions on civic issues are made by thinking, by considering all the available facts and surmising or assuming certain cause-effect relationships. Often a decision must be reached before adequate tests can be made. The life of society continues—it does not wait for tests. The fact that many conclusions have to be without complete, adequate information should be clearly recognized. Such an acknowledgment may deprive a decision of conclusiveness, but it realistically encourages an attitude of open-mindedness to reconsider conclusions when new information or evidence is forthcoming.

Agreement upon a solution is desirable but not always possible. Sometimes an approach can be made by finding common values and principles upon which opposing groups can agree; these common elements may then be the base for widening the area of agreement, for analyzing and reducing the areas of disagreement, and for deepening insight into the problem.

Problem-Solving Skills Applied to Controversial Issues²

There is no resistance to teaching by the problem-solving method, nor in applying the method to such questions as "Why did the United States government give the railroads large grants from the Western lands?" When current issues are considered, however, almost anything that is important enough to study at all is either controversial in itself or is related to some large issue on which people takes sides and feel strongly.

In a time like the present, when a popular wave of extreme concern about loyalty and Americanism is sweeping the country, teach-

² See also Chapter Four, p. 87-88, and Chapter Eight, p. 196-201.

ers sometimes hesitate to apply the problem-solving method to controversial issues because their teaching may be misinterpreted as reflecting bias or disloyalty. Thus the schools may do less than they should for their pupils because of possible community criticism.

This concern is natural since the very essence of an issue or problem which is controversial is that one group of citizens has an intellectual or emotional attachment to a cherished procedure, belief, or group affiliation which is in conflict with the solution advocated by another group. This apprehension should not, however, be allowed to become an overpowering climate of suspicion which leads to the stifling of teaching about controversial issues and the teaching of skills which are desirable in considering controversial questions.

The question is not whether children should hear and talk about controversial issues. No school can prevent youth from hearing about such issues in their daily lives. The question to be decided is: Should their contacts with controversial issues be limited to experiences outside the school—or should they meet such issues in school where they may learn how to handle them? Youth will meet them sooner or later. Hence, it seems far more appropriate to include them in the curriculum as natural, normal aspects of life about which youth must learn.

A good school curriculum cannot avoid touching upon controversial issues if it attempts to include experiences in contemporary affairs. The very nature of our American society results in differences of opinion; we live with them daily. When changes in our lives are proposed and considered, there is the inevitable choice between the old and the new, or as an alternative, the acceptance of a combination of old and new. We are a people of diverse cultural origins. We are independent in thought. We have differences and these differences come to light when we make decisions about accepting change. In a balanced curriculum, one which includes learning about our rich American heritage from the past *and* learning about contemporary affairs, controversial issues must be handled.

For these reasons schools cannot evade the obligation to develop citizens who have the know-how to deal with controversial civic affairs. The school is, in fact, an ideal place to practice technics of attack on such problems, always with due safeguards, in a relatively unbiased atmosphere. Some controversial issues, such as the relative merits of various sectarian religious beliefs, are clearly be-

yond the legal mandate of the schools and should be excluded. Schools and teachers must remember that the aim is to develop know-how and not to provide a "pat answer" to every one of today's problems even if that were practical.

Clearly the degree to which the school may deal with current problems depends in large measure on the climate of opinion in the community. Here indeed is a problem of citizenship education for intelligent local leadership to study with lay citizens and the teaching staff. Some boards of education have initiated such studies themselves. Sometimes the initiative has come from others. The teachers and administrators are bound to respect the community attitude; at the same time they have a responsibility for seeking to make the community conscious of the importance of such study in the schools.

Responsibilities of Teachers

The schools' obligation to develop habits of critical thinking thru study of controversial issues carries with it certain cautions to be exercised. Teachers who deal with controversial issues in their teaching should be well trained and aware of the difficulties involved.

A committee of the National Council for the Social Studies has stated as follows the teacher's responsibility both to his students and to his community, in dealing with controversial issues:

1. To present or to permit the presentation of significant current questions by the class. Such questions should be considered in the light of their suitability for the age level and the community.
2. To help students obtain an adequate quantity and variety of materials representing all sides of the question.
3. To help students form their own working questions, pursuit of which will lead to greater understanding of the problem.
4. To call attention to the case for unpopular causes if necessary to assure a well-rounded consideration of the question. Points of view should be associated with their sponsors rather than with the authority of the teacher.
5. To help students distinguish between fact and opinion, and to form their opinions from the available facts rather than to look for facts to support a preconceived opinion.
6. To help students discover common goals and areas of agreement while recognizing that the generalizations and conclusions of individual students need not be alike.
7. To encourage students to make up their minds on the issue, rather than to remain in a state of indecision. Open-mindedness and willingness to change a conclusion should be recognized as an essential of critical thinking.
8. To exemplify good social behavior in a controversial situation. "In the heat of discussion it is important that the teacher shall be the most willing to

hear another out; the least willing to point the finger of scorn at an unpopular position; the most willing to explore to the very bottom any position which may be taken; the most willing to examine critically his own position; the fairest, the coolest, the most factual person in the discussion."

9. To keep in mind his purpose: the development of informed and responsible citizens.

10. To "refrain from using his classroom privileges [and prestige] to promote partisan politics, sectarian religious views, or selfish propaganda of any kind."
(16)

The ultimate purpose of teaching skill in solving controversial problems is to make clear and habitual the generalized procedures and viewpoints necessary to attack other problems. Such teaching should aim to establish an atmosphere where inquiry is fostered; where individuals can expand, clarify, and refine their range of understanding; and where a student may extend and reconstruct his knowledge and experience.

In truly controversial issues, there usually is some right on each side. Otherwise there would not be a substantial body of opinion for each possible answer. The issue may be between two ideals or values. For example, a current issue in some states is whether to open the relief rolls to public review. In favor is the general principle that expenditures of public funds should not be conceded. Opposed is respect for the feelings of the individuals who receive relief. Those who seek to arrive at a decision have to weigh these and other values and reach a decision in the light of their judgment of what is best in the long run.

An issue may arise in the attempt to interpret and apply an ideal. Two groups may both wish to honor the memory of George Washington. One group proposes to do it by closing school on his birthday, arguing that to make that date a legal holiday is the highest honor. The other group suggests that children will be more likely to know and respect George Washington if they remain in school and have special exercises that bring out his character and his achievements. Again the issue is one of judgment as to which has the probability of greatest good. In such discussions it is well to recognize that both sides are together in basic purpose.

The teacher has a special responsibility to guard against trying to "sell" his own particular point of view. His function is not to lead the class to the conclusion that to him seems inescapable, but rather to develop in his pupils skill in critical thinking about social problems of significance. He will be wise to make clear to his class his

desire to bring out all sides of a question and the fact that he may present arguments for any side, without necessarily being on that side himself.

Most of the major issues confronting society are not appropriate for discussion in the lower grades. However, when issues arise which young children can identify as controversial, they should be discussed. The conversation of the children themselves may give the alert teacher clues for identifying the type of controversy which if explored would enrich the children's civic learnings.

Time permits only a limited number of issues to be studied in any one class. Those issues which are most likely to lead to desirable needed learnings should be selected since it is not possible to handle all controversial matters which arise.

Problem Solving Applied to the Life of the School

The opportunities which are selected to give students experience in problem solving may affect vitally the success of the school in teaching the skill. Educational research points quite clearly to the superior instructional efficiency of selecting some problems arising from the day-to-day living in the school. These issues are within the children's range of meaningful experience and are of real interest to the learner. Research indicates that where there is keen interest, learning is most likely to result.

When skills are taught effectively, the learnings are applied in many situations which are closely related to the situations in which the learning will eventually be used. For children and youth of school age, the situation in their own experience most nearly comparable with the demands of adult citizenship is their own school and its problems of living.

Finally, research indicates that teaching should be pointed toward specific objectives. If the ability to form generalizations from diverse sources of information and conflicting points of view is to be taught, this should be a definite aim. If skill in problem solving is to be taught as a tool with which to attack many types of problems, it should be taught repeatedly in new situations with efforts to show its general application. School life itself affords a continuous source of material.

Using school life as raw material for problem-solving practice does not mean that school life is necessarily an endless source of dif-

ficulties. But criticism or feelings of dissatisfaction when they do occur may be converted into wholesome attempts at improvement.

For example, one junior high school, instead of hearing comments about what was wrong with certain aspects of the school, deliberately planned to discuss what students could do for the school and then to ask, "What can the school do for you?" (5). The irritating statements about what was wrong with the school were thus converted into problems:

- How can boys and girls from different homerooms get better acquainted?
- How can we get more time in the lunchroom?
- How can we get help when we fall behind in our work?
- How can we get into a school club?

Defined in this way the problems were real to students. They could be studied and the solutions in many cases provided basic satisfactions in day-to-day living such as result when civic problems are finally solved in the community.

The student council is a rich potential source of problem-solving situations (15). It can be used to teach and practice problem solving as easily as parliamentary procedure is now taught.*

Often a single class can open up a problem of wide interest. For example, a group of eighth-graders in an elementary school wanted a suitable place to play football. The problem was first discussed in a student assembly and several tentative solutions were suggested. The first proposal was to play on the school lawn. The student body generally was dissatisfied with this idea since they feared that playing football would ruin the front lawn in which they took some pride. A second tentative solution was to use a vacant lot near the school. Investigation revealed that it was too small and that there might be a building erected on the lot very soon.

The group then decided to ask whether there was any objection to covering a clay and gravel section of the large playfield with sufficient top soil to support a growth of grass. This led to many inquiries as to who would have to give approval before action could be taken. Clearance for this proposed solution to the problem was eventually obtained.

The group was then ready to take the next steps toward the solution of the problem, but again they found that more information was needed before the pick-and-shovel action could begin. Parents, hooks,

* See also Chapter Eleven, p. 264-69.

catalogs, landscape architects, teachers, and other sources were consulted in order to give the best answer to the following questions: What kind of soil was needed? How much soil was necessary? Where could it be obtained? How much would it cost? How could money be raised? How could the soil be prepared? What kind of grass was desirable? When should the seed be planted? How should the seed be planted? What care was necessary after planting? Each of these separate problems was given a separate treatment without losing sight of its importance in solving the main problem.

The component parts of the big problem were solved and a grassy play space for football was achieved. What is perhaps more important for citizenship education is that with one *real* school problem, a big one, composed of many smaller problems, the teacher was ready and able to help children complete five or six problem-solving cycles and *generalize* the problem-solving method.

The school student council is sometimes extended to a city or county student council with representatives from the individual schools. The city or county council gives opportunity for consideration of problems affecting a larger area than a single neighborhood. Also the area council encourages practice in the selection of good representatives, an activity of great importance in a republic such as the United States.

Skills in Problem Solving Needed by All

Problem solving is appropriate at every grade level and in most subjects. It is true, of course, that the treatment will range from a very simple level in primary grades to a more complex and complete analysis in the high-school grades. Experiences to develop problem-solving ability are specially relevant to social studies and science, but need not be limited to these fields.

Teachers who are to be helpful to children who are trying to learn critical thinking and problem solving need periodic experiences themselves in these very activities. When the members of a school faculty are working together on problems of curriculum improvement, each teacher is equipping himself to guide his pupils in problem solving. Also, the teacher who each year or oftener has the experience of learning something new is better able to appreciate how the child feels as he starts on some new activity.

In proposing an emphasis on critical thinking as an essential skill for citizens who wish to participate effectively in civic affairs, the stress in this discussion has been placed on teaching the concept of attacking a problem in a systematic way—by using procedural steps. This should not obscure the fact that a number of other skills are necessary. Skill in discussion, in planning, in managing the mechanical aspects of group work, and in maintaining good human relations are all closely related and often integrated with problem-solving activities. The habit of demanding and evaluating evidence is essential to good citizenship in our modern society. The basic discipline of problem solving, however, is a thread that gives continuity to activities in which other skills may be taught and practiced.

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Practicing Effective Citizenship

WHY are we concerned about developing abilities to act effectively as citizens? We have said the schools and other educative agencies should give pupils the *knowledge* essential for citizenship (Chapter Eight), the proper *attitudes* of the good neighbor (Chapter Nine), and the *capacity to solve problems* (Chapter Ten). Is that not enough? Is it not agreed that schooling should deal with skills and with theoretical knowledge and leave to the individual the application of what the schools teach? Would not schools go beyond their limits of responsibility if they became involved in application of knowledge to community action?

Such questions bother both laymen and teachers. These doubts arise partly from fear that schools might become channels of political action of partisan groups. Such fear is justified when we observe how children and youth in fascist and communist states have been led in mass action to accomplish results that the dictators of the state demanded. All freedom-loving people would prohibit this use of schools.

In this chapter we shall present the point of view that the logical alternative to the citizenship action program as conducted in the schools of a slave state is not a condition of "no citizenship activities in schools." On the contrary, many excellent schools in free America have demonstrated that citizenship education can encompass *action* as well as *thought* and thereby can enhance the goals and methods of a democratic community.

Another cause of the doubt often raised about the advisability of including citizenship activities in the school program is rooted in ignorance or misconception of the laws of learning. The wise layman and the wise teacher have always known that one has not really learned a concept or a principle until he has translated it into action for himself. One does not learn to swim until he can keep himself afloat and moving thru the water. True, one can prepare to be a better swimmer by studying the scientific theories of buoyancy, of body mechanics, and many related bits of knowledge; one can imagine making the bodily adjustments and motions

of arms and legs and breathing properly as he lies in bed. But all the advanced observation, study, and speculation in the world will not assure the landlubber that he can survive in water: only by practicing the act of swimming in water can the art be learned.

Good Learning Leads to Action

Modern educational theory, supported by psychological evidence and by common sense, holds that any learning is incomplete that does not include practice and application in real life situations. The revolution that has taken place during this century in the preparation of a physician is typical of the acceptance of this learning theory. The premedical student is guided thru a systematic series of observations, experiments, and subject-matter-mastery exercises: he has to learn the knowledge and the attitudes of a doctor of medicine. But the medical schools do not stop with "book learning." The student is confronted with the demand to act on his knowledge: the internship in a hospital is considered by many medical educators to be the cap stone of the preparation of the doctor. No parent would think of employing for his child a physician who had gone no further than absorbing and generalizing about the lectures and printed matter of the medical course. We insist that knowledge be tested and made usable by action.

In similar manner, the art of citizenship cannot be completely learned by mastery of knowledge alone. Along with and following the inculcation of citizenship knowledge, loyalties, and problem-solving skills, schools must provide opportunities for young citizens to *act* effectively. Without this crowning phase of learning, the entire effort of the schools to prepare for citizenship may be sterile.

Studies have been conducted that reveal the failure of many of the best informed citizens to take an active part in the affairs of their communities. Among those inactive in civic affairs, there are some who know a great deal about how communities could be improved. Yet these with superior knowledge and right attitudes sometimes do no more than privately criticize others who are trying to do what they can for the town, state, or nation. Perhaps the lack of practice in citizenship lies at the root of this passive behavior. Could it be that the schools are partly to blame?

Surveys show that many of these passive citizens have adequate knowledge; therefore, the schools have had some success in imparting fact and theory. But to the extent that schools separated thought and action by not giving the pupils the chance to carry out in citizenship activity the implications of their growing knowledge, to that extent the schools may have unintentionally taught young citizens to be content with knowing. The full gamut of knowledge and action in citizens is best assured if schools deliberately teach so that knowledge leads to action.

At this point it is equally necessary to point out that action without knowledge is undesirable. We are all too familiar with the citizen who is forever jumping into action without knowing the facts and principles out of which effective action grows or without understanding the probable consequences of the specific action taken. The young citizen who impulsively starts a public collection to buy clothes for a destitute classmate may undo the effectiveness of steps already being taken by the principal to provide the necessary help without publicity, and to secure other remedial help as well. The teaching of citizenship demands that action be based upon established facts and be sensitive to the immediate and wider consequences that may follow. This point is made clear in Chapters Eight, Nine, and Ten.

While Chapter Eleven emphasizes practice in action, it is not implied that action is more significant than knowledge, loyalty, and problem-solving skills, or that any one phase can be stressed to the neglect of the others. Leave out any one of these components and the result may well be disappointing. Schools are obligated to provide a program of experiences that will assure the proper balance and interrelationships of all four.

Curriculum Organization for Citizenship

The task confronting the schools in citizenship education is large and it becomes more complex as the expanding concepts of community inevitably follow each new invention in communication. The burden thus placed on the school curriculum is a major one. But the pressures on the school curriculum are not confined to citizenship education. As the frontiers of human understanding and accomplishment are pushed outward, each new problem lays

claim to a greater share of the school time and effort: the natural sciences, the humanities, and the social sciences are each growing and expanding. The result of these pressures is to force some agreement within a school faculty as to how the total time and effort shall be shared and how planned so that each significant area of pupil development may receive adequate attention.

Many school systems are formulating curriculum designs in which the major emphases, grade by grade, are laid out in advance. One of the most hopeful aspects of these curriculum designs is the place given to citizenship education and the sequence of experiences suggested for each of the developmental growth levels of childhood and youth. Some of these curriculum patterns have been discussed in Chapter Eight. While this Yearbook Commission does not advocate any one design as being ideal, it does support the trend of schools to arrange broad emphases by grade to assure comprehensive and psychologically defensible coverage of the significant citizenship learnings demanded for our time. Chapter Twelve, p. 289-302, also discusses this need.

Whatever the curriculum design within which a faculty works, provision must be made for ample pupil experience in citizenship action. The illustrations which follow are selected and adapted, from many submitted to the Commission, to show how the schools provide action experiences in the seven community arenas discussed earlier in Chapter Six.

The Family Community

The home and family living have been sketched as the core and heart of the series of concentric circle communities. To date relatively few schools have treated education for family living as an integral part of citizenship education. This must not be construed to mean that only a few schools include family education in the curriculum. On the contrary, more and more schools are placing family education high on the list of objectives and this trend is strongly supported by parent groups, by lay organizations, and by youth themselves. With slight modification these efforts to prepare for membership in the family group can be brought into close relation with the total program of education for citizenship.

At several times during his school career, the pupil is provided with experiences that contribute directly to better understanding

and behavior in family living. The typical focus of the curriculum in the first years of the primary school has to do with the home and family life; children are surrounded with a classroom environment rich in stimulation toward study of the family. The children compare their families to find that some are large and some small in number; in some families there are younger and older brothers and sisters and in other families an only child; some of the children in the class have close association with grandparents, uncles and aunts, and cousins, while others do not; some families live in separate houses while others live in multiple dwellings or apartment houses; some families have always lived in the same house or same neighborhood, while others have moved from house to house or migrated from locality to locality.

These children, under good teachers, soon discover significant information about the functions of the family group and the roles played by each of its members: a family provides shelter for the children and grownups, a family organizes the feeding and clothing of its members, a family protects its members from illness and from harm, a family is concerned with fun and recreation for all, a family assures each child constant love and guidance, and in scores of other ways the family unit is the prime source of human satisfactions.

The modern classroom teacher is not content, however, to leave the children only with clearer *understanding* of the family group and its functions. The good teacher gives equal effort to providing his young children with adequate opportunities to *practice* the skills of better home membership. The teacher seeks the cooperation of each child's parents and close relatives by recommending that in the routine of family organization the child be allowed to take a small but growing responsibility in the various activities of the family group. Thru school and home cooperation, children are guided to take charge of family pets, to help in the duties of house-keeping and gardening, to take more responsibility for their own play and the play of younger brothers and sisters, to answer the telephone and the doorbell, to participate in family councils where decisions appropriate to childhood are to be made, and in numerous ways to contribute a child's part to making family life more satisfying for all its members. Behavior that is immediately rewarding thru approval by one's family is behavior that most



Public Schools, San Diego County, Calif.

The local community provides contact with the great institutional devices that men have developed in striving for justice and self-government.

surely will leave with the growing family citizen permanent tendencies to repeat such behavior. To the extent that this school-and-home cooperation, so promisingly inaugurated by the curriculum of the primary school, can be continued thruout the years of childhood and adolescence, to that extent will the citizenship of family members within American homes be benefited in the future.

There is also a focal point in the adolescent's schooling where attention can be given to preparing for family living. This time typically comes in the senior year when a course on "American Problems" is frequently offered. In such an offering the pupil is helped to see the place of the family in modern society, to understand what factors seem to give greatest promise in successfully selecting a partner for founding a family, to appreciate the financial obligations that must be undertaken in founding a family, to grasp the serious but joyful responsibilities of parenthood, and in many ways to build the intellectual and emotional stature required for good citizenship in a family unit.

Here again, as is true in the primary grades, the good school does not leave unfinished the fourfold job of developing citizenship; the modern curriculum parallels and follows the increasing knowledge, loyalty, and problem-solving skill with action. Each youth is urged to consult with his family and to obtain consent and cooperation in practicing some of the skills in solving the family problems. Budget making for the family is one such enterprise in which an adolescent can participate. The youth who has been given some responsibility for estimating income and expenses for a family for a period and then tried to keep the expenses in line with the income, has had an important experience that will make him a better junior member of his present household and partially prepare him for a similar responsibility when he founds his own family unit.

A review of the resource bulletins on problems courses will disclose a rich variety of things to do by which youth may test their understanding gained thru study of family living and may develop the habits and skills essential to good citizenship in American homes.

In addition there are numerous elective subjects by which youth increase their family living abilities. Homemaking is the most widely available of such electives. Unfortunately, boys are typically de-

nied or discouraged from electing such subjects; there is a slight tendency for the enrolment of boys to increase, but the statistics show a deplorable unbalance of the two sexes in exposure to technical skills in homemaking. In this area, guidance and curriculum workers together with parents should attempt to provide training for a larger percent of both sexes, but particularly of boys.

In homemaking courses, young people are given practice in the care of infants; care and feeding of the sick; purchase and preparation of nutritious food; purchase, making, and care of clothing; home building and furnishing; home management; human relations basic to harmonious family living; and many other aspects of citizenship for the home community practiced under school and home supervision.

In the curriculum development of the future there needs to be more attention to activities for developing better family life. Those experiences begun in the primary grades need to be maintained thruout the intermediate and the upper grades. Too long a gap exists for most school children between the currently typical exposures in Grade I and again in Grade XII. Systematic repetition and expansion of citizenship training for home life will surely win approval of lay and professional educators and result in opportunities in every division of the school curriculum.

The School Community

School life has been proposed in Chapter Six as the second of the series of concentric circle communities for which young citizens must be educated. Currently the school community constitutes the most widely accepted arena within which educational leaders are planning experiences for citizenship development. This century has witnessed the gradual adoption of the concept that the school community can be a unit, representative of the larger communities, which might be thought of as the peculiar preserve of educators to use as their prime training ground for citizenship. Volumes have been written to show the parallels existing between the school as a self-contained community and the larger communities of the adult world. Conscious that such parallels do exist, many educators have argued that teaching children and youth to be good citizens of their school community would be one guarantee that they would behave as good citizens in larger communities.

Most teachers are familiar with the objectives and procedures of pupil participation in school control as practised both in elementary and secondary schools. The following principles of organization are stated by the National Council for the Social Studies:

1. The school should feel a continuous need for the council.
2. The entire school, faculty included, should be represented.
3. The average pupil should feel his representation and his own responsibility.
4. In general, there should be no restrictions—marks, sex, teacher approval, etc., on council membership.
5. Each member and each committee or subgroup should assume definite responsibility and be held strictly accountable for it.
6. The area of the council's responsibility should be specifically defined.
7. The principal should retain veto power.
8. The council should *not* be considered either a trouble-shooting or a disciplinary body.
9. The council should not attempt to carry on all activities by itself; cooperation of non-members should be continuously sought.
10. The financial policy should be reasonable and be closely supervised.
11. The machinery of the plan should be simple, and it should be developed for the local setting, not slavishly copied.
12. Council meetings should be held regularly, on school time, and be open to all who care to attend.
13. The necessary facilities and equipment—permanent room, filing cabinets, typewriter, etc.—should be provided.
14. Continuous study, evaluation, and adaptation should be made.
15. The council should give continuous publicity to its ideals, activities, and problems.
16. The local council should affiliate with council associations. (14:11-12)¹

In Figure V is shown graphically the structure of a general organization in a large high school in which there is a single line of responsibility from student body to committees and subcommittees. Figure VI portrays a more complex structure, in which pupils and faculty serve on a variety of councils and interlocking directorates.

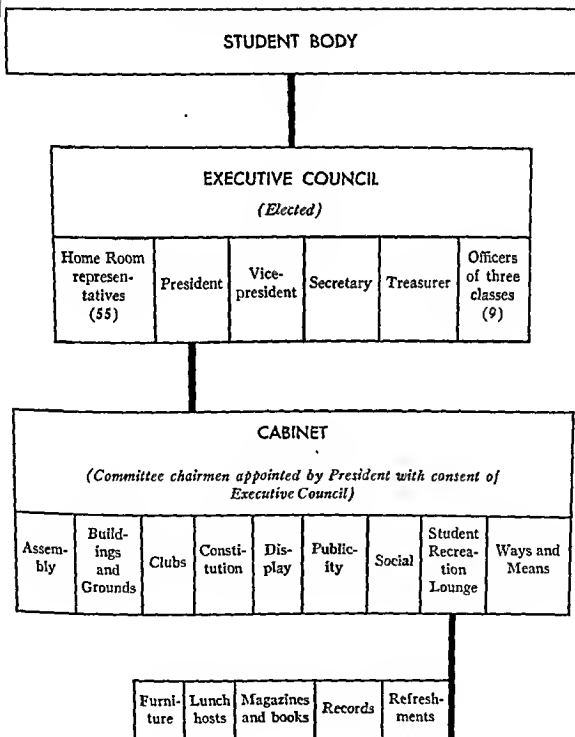
The work of school councils has reached a stage of maturity where the *types of activities* undertaken are fairly well standardized over the nation. The National Council for the Social Studies is here again cited for an illustrative list (slightly modified) of the jobs carried on by pupils thru their school councils:

1. Education—orientation, handbook, how to study, hobby selection
2. Courtesy and conduct—playground, corridor, classroom, lunch room, library, street

¹ See references at end of the chapter. The first number in parentheses identifies a publication by its number in the list of references; the number following the colon refers to specific pages within the publication.

3. Service—welcoming, visitation, special help, loan funds, managing school elections
4. Drives and campaigns—safety, posture, courtesy, punctuality, Red Cross, Community Chest
5. Care of school and personal property—lost and found, trophies, beautification

FIGURE V.—GENERAL ORGANIZATION OF HIGH-SCHOOL STUDENTS,
WHITE PLAINS, NEW YORK



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6. Public functions—programs, exhibitions, parties, dances, conventions
7. School gardening—landscaping, plants, flowers, shrubs, exhibits
8. School cafeteria—decoration, publicity, conduct
9. Surveys—study habits, tardiness, health, library, traffic
10. Special days and weeks—Books, Education, Friendship, Brotherhood, State, United Nations, etc.
11. Finance—financial system for school activities (often including all school clubs), auditing, tickets, thrift, publicity
12. Intra-school competitions—scholarship, sports, dramatics, attendance
13. Interscholastic activities—program exchanges, visits, letters, publications, forensics, athletics, musicals, dramatics, dances. (14:15)

In a school where pupils participate in the planning and management of their own affairs, such as suggested above, there are many opportunities for learning to apply the basic elements of democratic citizenship: respect for the worth of others' rights, opinions, and personality traits regardless of race, creed, or social or economic status; loyalty to the democratic technic of the use of intelligence in problem solving and a distrust of the use of force or intrigue; and universal participation in the solution of social and civic problems.

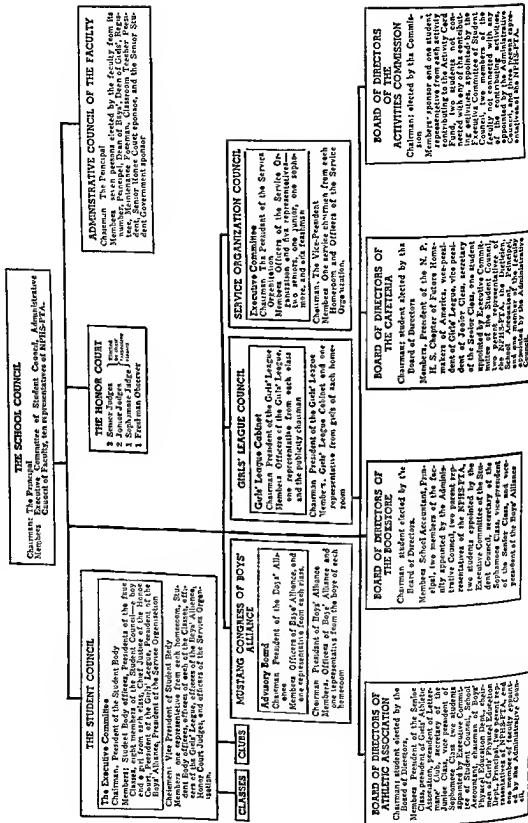
Thruout this volume, the Commission has held that the action phase of citizenship education must be supported by a firm foundation of knowledge, attitudes, and problem-solving technics. A bulletin from the New York City schools divides the learning design into three phases: *discussion* phase, *investigation* phase, and *action* phase. Under the *action* phase, the New York report says:

The aim is to translate discussion [and investigation] of the problem under consideration into a related . . . activity. . . . Action should reconcile deeds with words. Under teacher guidance, the pupils initiate, plan, carry out and evaluate an activity which contributes to the well-being of the school. . . . Success depends upon the cooperation of pupils, teachers, and parents in working together to promote the general welfare. (12:9)

The same bulletin presents several illustrations of the pattern of civic activity by student organizations (12:10). Figure VII reproduces one of these examples.

Some schools give careful attention to the constitution of the student council and its three governmental branches—legislative, executive, and judicial—on the grounds that the basic lessons of representative democratic government can be learned by young citizens in the school setting. The judicial branch, or student court, is seriously questioned, however, by those who feel that the punishment of offenders should not be delegated to students (10:275-79).

FIGURE VI.—STRUCTURE OF SCHOOL GOVERNMENT. NORTH PHOENIX HIGH SCHOOL, PHOENIX, ARIZONA



6. Public functions—programs, exhibitions, parties, dances, conventions
7. School gardening—landscaping, plants, flowers, shrubs, exhibits
8. School cafeteria—decoration, publicity, conduct
9. Surveys—study habits, tardiness, health, library, traffic
10. Special days and weeks—Books, Education, Friendship, Brotherhood, State, United Nations, etc.
11. Finance—financial system for school activities (often including all school clubs), auditing, tickets, thrift, publicity
12. Intra-school competitions—scholarship, sports, dramatics, attendance
13. Interscholastic activities—program exchanges, visits, letters, publications, forensics, athletics, musicals, dramatics, dances. (14:15)

In a school where pupils participate in the planning and management of their own affairs, such as suggested above, there are many opportunities for learning to apply the basic elements of democratic citizenship: respect for the worth of others' rights, opinions, and personality traits regardless of race, creed, or social or economic status; loyalty to the democratic technic of the use of intelligence in problem solving and a distrust of the use of force or intrigue; and universal participation in the solution of social and civic problems.

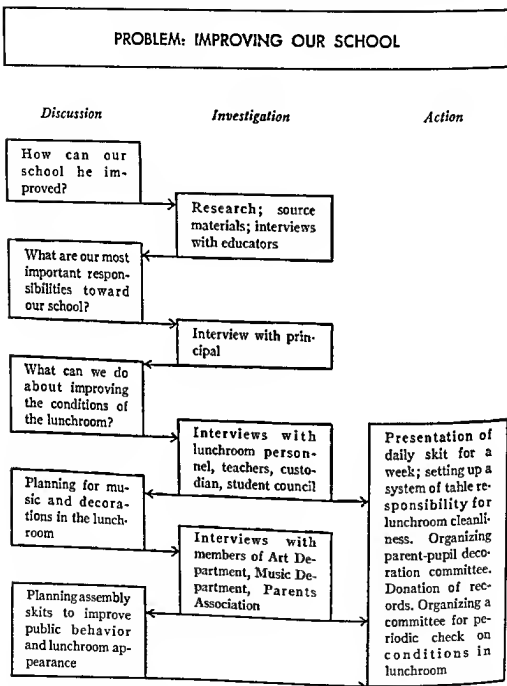
Thruout this volume, the Commission has held that the action phase of citizenship education must be supported by a firm foundation of knowledge, attitudes, and problem-solving technics. A bulletin from the New York City schools divides the learning design into three phases: *discussion* phase, *investigation* phase, and *action* phase. Under the *action* phase, the New York report says:

The aim is to translate discussion [and investigation] of the problem under consideration into a related . . . activity. . . . Action should reconcile deeds with words. Under teacher guidance, the pupils initiate, plan, carry out and evaluate an activity which contributes to the well-being of the school. . . . Success depends upon the cooperation of pupils, teachers, and parents in working together to promote the general welfare. (12:9)

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FIGURE VII.—THREE-PHASE PATTERN OF STUDENT ACTIVITY



As summarized by the National Association of Secondary-School Principals, the following steps are essential to success in the organization of a student council:

1. Develop a philosophy of the theory of democratic government for the school, in consultation with the students.

2. Survey the literature in the field in order to become thoroughly familiar with it and to evaluate it in terms of what is adaptable to the needs of the school.

3. Discuss student council organization with other principals and advisers in schools which have councils. These should be those having various types or forms of constitutions. Likewise, one who has had experience with the operation of councils under various types of constitutions will generally be helpful in giving an intelligent evaluation of the good and poor points of each.

4. Visit schools to watch various types of organizations in action, to observe council meetings, and to see council projects in progress.

5. Attend, if possible, a regional, state, or national conference of student councils.

6. Believe wholeheartedly that student participation and cooperation in the management of the school are essential parts of any good program of secondary-school instruction.

7. Choose sponsors who are familiar with student participation in school management, who are enthusiastic about it, and who have ability to lead without being autocratic—teachers who have the knack of getting students to feel that they are doing things worth while. They should be advisers, not dictators.

8. Begin with a minimum of responsibilities and projects, increasing these as the council shows advancement in assuming additional ones with success, *i.e., provide progressively educative experience.*

9. Develop a program of training for student council officers and other members.

10. Provide for the upgrading of sponsors.

11. Provide ample time for the conduct of the work of the student council.

12. Provide supervision for optimal instructional outcomes.

13. Select strong student leaders.

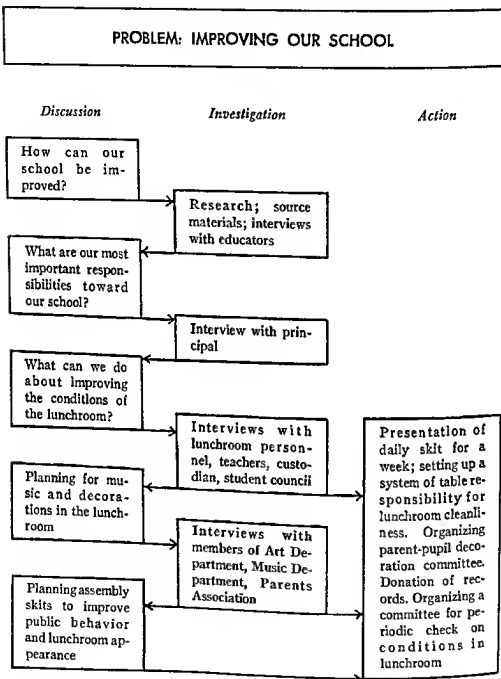
14. Make a study of a number of constitutions used by other councils as an aid in developing one for the new student council. This may well become the first major project of a committee of students and faculty. (10:25-26)

Attention to such matters as suggested above will lessen the chance of failure and improve the quality of the citizenship education for children and youth in the school community. The point must be stressed again and again that unless the faculty are conscious of the citizenship learnings inherent in pupil participation in school control and systematically guide the activities toward their best citizenship potentialities, the mere existence of a council or of school clubs will *not* guarantee the practice in action consistent with our educational objectives. In other words, good citizenship learning comes not by chance, but by careful study, planning, and execution.

The Neighborhood Community

Moving on to the third of the circles in our series of concentric communities, we now focus on the work of forward-looking schools in providing action experiences for children and youth in neighborhood citizenship. This arena of citizenship has recently come into

FIGURE VII.—THREE-PHASE PATTERN OF STUDENT ACTIVITY



As summarized by the National Association of Secondary-School Principals, the following steps are essential to success in the organization of a student council:

1. Develop a philosophy of the theory of democratic government for the school, in consultation with the students.

3. To provide opportunity for our young people to plan and carry out their own proposals for community development.

The following partial list of concessions demonstrates the wide participation in the Community Halloween Carnival:

Hot Dogs—Youth Council	Potato Chips—V-Teens
Cake Walk—Student-Teacher Club	Waffles and Coffee—Future Homemakers Club
Lemonade—Woman's Club	Ginger Bread and Apple Cider—Band Club
Ice Cream—Highland School PTA	French Fried Potatoes—Jr. Red Cross
Peanuts and Popcorn—Forrest PTA	
Country Store—Bass PTA	
Doughnuts and Coffee—Camp Fire Girls	

The neighborhood currently reports that the Bass Youth Council has firmly established in this community the notion that Halloween can be safe, wholesome, constructive, and a great deal of fun for young and old alike. The returns to the neighborhood in economic savings are substantial. Equally significant is the growth in citizenship that accrues to the youth thus given a chance to behave as good citizens on behalf of the general welfare.

From the extensive literature on the subject and from the numerous reports submitted to the Yearbook Commission it is clear that many schools are turning to the neighborhood as the area in which to practice group action in citizenship service. The lessons learned could be used to extend this type of civic education to wider communities—local, state, nation, and world.

The Local Community

Within Atlanta, a representative American local community, there are many neighborhoods like the one of the Bass High School described in the illustration immediately preceding. These neighborhoods taken together constitute the City of Atlanta. In less densely populated areas, the rural neighborhoods are caught up in a larger pattern of the county system. So we think of a city or of a county, consisting of several neighborhoods, as a local community.

The problems of citizenship for a city or a county are at the same time alike and different from the problems of the component neighborhoods. The problems are different in the respect of being (a) more impersonal and (b) more complex.

The problems become impersonal because they involve people and institutions that are not as familiar to the average citizen as are those of the neighborhood. One more or less knows his neighbors. Problems of concern to those who live and work closely together in neighborhoods are solved usually by direct means; there is less dependence on third parties or institutions to carry out joint undertakings and settle minor difficulties.

prominence thru the "community school" movement, in which the school has enlarged its scope of responsibility to include development of both the individual pupil and the community. As leaders in community schools view the movement to date, they are aware of the too narrowly restricted concept of community as synonymous with the neighborhood. But regardless of this criticism, we have many more examples of pupil participation in social and civic improvement in the immediate neighborhood than in any other of the concentric circle communities.

Neighborhood improvement as the vehicle for learning how to behave as good citizens is recognized in a variety of books and monographs. (See especially 3:11-13, 110-41. 4. 8:171-200, 295-323. 10:206-55.) Typical of the practices is one reported from the New Rochelle High School in New York:

The neighborhood had a dangerous traffic hazard that was of concern to the high-school pupils and their families. A narrow, rough, and winding road connected two main arteries of traffic. No one seemed to be doing anything constructive to remove the hazard. The pupils of the high school with the guidance of their sponsors decided to tackle the problem. They discussed the situation with school authorities and with neighborhood leaders. They consulted the files of the police department to find the incidence of accidents on this road. They took pictures of the shrubbery-concealed "stop" signs and of accidents occurring on this road over a period of time. They took a count of traffic violations at the concealed "stop" signs. They circulated petitions for widening and resurfacing the road, and for installing traffic lights or radar speed checks. They summarized their findings, illustrated with photographs and sketches. Reinforced with the petitions, the pupils visited the City Council to present the findings and urge action. As a result the Council promptly installed traffic lights and studied further the possibilities of widening and resurfacing the road.

In Atlanta, Georgia, in the neighborhood served by the Bass High School, the problem of Halloween vandalism arose annually to annoy the citizens. The Bass Youth Council, working closely with the Bass Community Council, studied the opportunities for good recreation for the children and youth. The survey showed that a community center for recreation was badly needed. A plan was worked out for a well-rounded permanent recreational program in which the City of Atlanta, the authorities of the Bass High School, and private groups would cooperate. In October of 1948 the center was ready for the first Halloween celebration under the new plan. The announcement of the carnival read:

The Community Halloween Carnival is a community-wide activity, sponsored by the Bass Youth Council and supported whole-heartedly by the Bass Community Council. Its purposes are chiefly three:

1. To provide an organized situation to attract, direct and absorb the excitement and enthusiasm that traditionally make up the Halloween festival.
2. To encourage our people to celebrate Halloween in a manner that will contribute to the creation of better community spirit.

the problem of carrying on all the interrelated activities of the above list becomes a difficult one.

Perhaps in the school program of civic education, this local community is the best arena in which to give pupils the action experiences which will help them build the concept of community as citizens-working-thru-public-and-private-channels-to-carry-on-all-the-basic-human-cooperative-activities. Inasmuch as all the clusters of human activity are present and more highly developed in this arena, the school should exploit this fact and arrange learning experiences that will result in a feeling of community and in the habit of viewing any single problem as part of a total integrated design. To the extent that the school curriculum could achieve such understanding and behavior, communities would be spared the difficulty of citizens "viewing with special interest" to the neglect of "viewing with community interest."

Rarely does one find in the literature of civic education reports that show how a school has proceeded to give youth the comprehensive experiences implied by the foregoing. Scattered here and there are the pieces that need to be fitted together by educators and made the prototype of community service projects from which deep understanding and forceful behavior of good citizenship could emerge. In the illustration which follows, the main plot is drawn from the city of Philadelphia, but incidents are also taken from Whitmell, Virginia; Chicago; Santa Barbara, California; New York City; Des Moines; Arlington County, Virginia; and many other places. The montage here presented is true in each part but fictitious in its totality:

The Old City Looks Ahead

The City was proud of its age and its history. Its great colonial founder had conceived of a community of brotherly love. With skill and care he had drawn up a plan for the new city with consideration for every aspect of human activities. His map showed the principal residential, industrial, commercial, and recreational areas to be developed. Streets to provide for pedestrian traffic and for horse-drawn vehicles were planned. Churches, schools, parks, and public buildings were assigned space. Because the planning was sound, the City grew to be one of the most beautiful and functional cities in the world.

But history did not allow the City to remain in its original state of peace and harmony. The Revolutionary War was fought and won. Great events associated with human liberty and national independence occurred that made sacred some of the City's ground and buildings. The scientific revolution was gaining

But when one faces the problems of a larger geographic area, the entire city or county, one knows personally only a few people with whom he shares common concern. Because of the lack of personal contact, the citizen is apt to rely on institutions or "the other fellow" to carry the responsibility for solving the problems common to all. In the rural neighborhood people cooperate directly to protect their property: if a fire breaks out, all citizens rush to help and the "volunteer firemen" can hardly be distinguished from the citizens who have not been so designated. In the larger local community, the protection of property is assigned to regular and specialized agencies. The lay citizens out of curiosity may rush to a fire but the policemen and firemen, specialists trained for their jobs, take charge both of the fire and of the crowd. Thus the lack of personal identification of the citizen with the solution of the local community problem makes the educational task of citizenship preparation more difficult in this larger arena.

Life in the local community is far more complex than in the smaller and more intimate subordinate communities. Traces of each of the basic human cooperative activities are carried on in every community, no matter how small. But not until one focuses on the local community does the complete range of activities become apparent. Within this circle citizens must be conscious of and participate directly or indirectly in all phases:

- Protecting and conserving life, property, and natural resources
- Producing and distributing goods and services
- Consuming goods and services
- Transporting goods and people
- Communicating ideas and feelings
- Providing informal and formal education
- Providing recreation
- Satisfying spiritual and aesthetic impulses and needs
- Organizing and governing

A major problem in citizenship education is developing an awareness of this all-encompassing structure of human cooperative activity that blankets every community. For Robinson Crusoe living entirely alone the problem of citizenship behavior is not involved. But Crusoe's man Friday arrives on the scene, a community suddenly exists, and citizenship teamwork on both Crusoe's and Friday's part is necessary if the good life is to develop. Put many Crusoes and Fridays together into a modern local community and

and are closely knit together to make community life possible. All the inter-relations of a human community came into clearer perspective as the children worked and played with the model.

Building Tomorrow's Neighborhood

After some months of this enterprise in each school the City Planning Commission and the teachers thruout the system were ready for the second phase. Each school was asked to study the area represented by its model and to discover what changes might be made that would produce a life more convenient and pleasant. The survey of each neighborhood would result in a second model showing its area "face lifted."

This second model was to be made with more help from the City Engineers and Architects. Committees of pupils and teachers from each school were transported by school bus to the quarters of the City Planning Commission where the visitors watched the experts at work on a huge model of the heart of the City as it was being redesigned for modern business—public and private. Here the visitors were shown statistics, maps, and drawings, were told why the changes proposed were sound, and were advised on working out their own models of redesigned neighborhoods.

The Commission and the teachers had prepared interview forms and tabulation sheets for collecting certain facts to be gathered by the pupils in their school neighborhoods. The pupils were carefully instructed on the importance of these data and on the methods by which accurate data are gathered and summarized. The pupils were then shown how they could use these data in the "face lifting" model they were to construct at school and how these same data would be used by the Commission in the total City model.

Returning to their schools the children and youth went to work with new insight and determination. The parents and lay groups were invited to assist in the collection and tabulation of the data. The results were carried by committees of pupils to the Commission, where they were thanked by the officials for their significant service as junior partners. Back at school the data were utilized in planning new streets, new parks and playgrounds, new public and private buildings, new or remodeled houses, and many new or revamped physical properties. Those features shown by the survey to be cherished because of historic meaning were set in the new plan with proper landscaping and street approaches.

Once the paper work of sketching the new school neighborhood had been done and redone with the constant checking by representatives from the Commission and by interested neighborhood groups, each group of pupils set about translating the new possibilities into a three dimensional model. Much greater insight of the total integration of community life rendered the second model more complete than the first in provision for all the basic human activities.

A full school year passed while the study of neighborhoods and the making of models went forward. At the close of this period, the City Fathers proclaimed a month's festival to celebrate the achievement of the plans for the Greater City.

Junior and Senior Planners Make Their Reports

A downtown department store covering an entire city block gave three floors to the exhibit of models. On one floor all the schools put side by side the models

momentum; the industrial age was born. The streets of the City could not accommodate the many fast moving automobiles. No longer would the old public buildings hold the many new branches of city government. No longer were the earlier provisions sufficient for protection. The early plan, prepared for a hand-craft community, did not suit the new age of power machinery. Crowding, inefficiency, and frustration in the City became more serious with each decade.

As the middle of the 20th century approached the City Fathers decided that a new physical design was necessary to save the City from stagnation and decay. At their request the City Planning Commission undertook to draw up new plans for a greater modern City.

School Pupils as Junior Planners

In the early stages of the replanning, the Board of Education and the staff of the City Schools discussed with the City Fathers the possibility of involving the school pupils of the City as junior partners. Educators suggested that (a) the public's understanding and support of the redesigning of the City would be in direct ratio to the insight the parents would gain thru watching their youngsters work with the City Planners on the problems of redesigning the physical environment, and (b) the youth of the City needed the citizenship experiences that were inherent in the project. Agreement was reached and the schools became associated with the experts in thinking comprehensively about the local community.

The first job was to equip the teachers. Thru summer-school attendance and workshops, the teachers were taught by architects and planners the principles of city development. The teachers then prepared study guides and materials for pupils to use, making suggestions, grade by grade, of appropriate tasks.

Studying Today's Neighborhoods

Each elementary and secondary school in the City was encouraged to make a three-dimensional model of the exact area from which it drew its pupils. In the model they included both physical and man-made features: rivers, streams, bridges, streets, houses, stores, factories, railroads and airports, parks and playgrounds, schools and churches, and all other buildings. A uniform scale was prescribed so that eventually models from all parts of the community could be placed side by side on a huge surface to reproduce the City.

As each school worked on its own model the parents supplied information, gave materials, and even came to school to help on the construction. Children observed life carried on in each category of the basic human activities within the community; the pupils staged many informal dramatic play periods in trying to move heavy traffic along the narrow streets of their model or in trying to find space for play and recreation in the crowded tenement sections. The dramatic play with the model likewise dwelt on the good and cherished aspects of the City. The historic buildings and monuments became focal spots for reliving the glorious history of great men and events. The beauty of the river and the bay and the ideals of the founder for the City of Brotherly Love were recognized again and again.

In developing the model, children under good teachers had an important experience in seeing that all the human activities are simultaneously carried on

The State Community

Beyond the family, the school, the neighborhood, and the local community, the next larger community identified in the sketch on page 137 is the state. In preparation for citizenship in this state community the schools have traditionally done less than for those communities represented by the smaller or the larger circles. This neglect may have resulted partly from the remoteness of the live subjectmatter of a state in contrast to the accessibility of the content and experiences in the family, school, neighborhood, and local community. The state may be neglected also because few states have issued textbooks and other materials on the history, government, and activities of the state in contrast to the detailed treatment of the national community in many textbooks.

This neglect of citizenship at the state level is a serious one and needs correction. First there need to be made available to pupils adequate materials out of which may emerge the understanding of state problems and the role of the citizen in solving them. But as the Commission has held thruout this Yearbook, understanding alone is no guarantee that the citizen will act on his insight. Here, as for all communities, the pupil must be provided opportunities to act out his role as a citizen of the state community.

A few states have explored the possibilities of having children and youth participate in the conservation of natural resources (1:147-80). The problem is increasingly a crucial one as our population and industrialization expand, drawing more heavily all the time on national resources. Several states, thru the cooperative efforts of the department of education and other departments, have issued bulletins giving information on forests, water resources, wild life, and erosion. Following the study of the literature, each school is urged to select some action project which will aid in the over-all conservation program of the state.

For example, a school may choose to reforest cut-over land or a submarginal area of state-owned land. The state department of resources may lend technical assistance in studying the soil and climate in an endeavor to determine what kinds of trees will do best. The state forester often furnishes the seedlings and the supervision. The pupils organize the project so that over a period of several months best suited to tree planting, most of the school population will have an opportunity to participate.

of their neighborhoods as they exist today. A ramp was built so that the public could walk above the "city" and see its principal features. Over a loudspeaker a youth's voice explained how the City had been planned by the great founder and how it had grown and prospered. The voice accompanied a motion picture on a huge screen. The voice and pictures told how the ways of life had changed so drastically that the plan of the City made in colonial times was badly in need of modernization.

During the opening week of the Festival over 300,000 people walked the ramp to see and hear the story of their city. The majority of the adults brought their sons and daughters who had helped to make the models they saw below them.

On the next floor were fitted side by side all the models made by the many schools showing how the neighborhoods might be reconstructed to comply with the desires of the people who lived and worked and played there. These "face lifting" models were again accompanied by a youth's recorded voice and by pictures on a large screen. When the voice had run its 15-minute period and there was a pause to allow the audience to move on, the conversations overheard were conclusive proof that the citizens were gaining great enthusiasm for the project of rebuilding their beloved City.

On the next higher floor of the department store the same ramp arrangement took the visitors over the huge professional model made by the experts of the City Planning Commission. This advanced model could be more easily comprehended because of the previous exposure to the simpler models on the two lower floors. Both children and adults moved from lower to upper floors with growing insight and conviction that the City could be made more useful and beautiful and at the same time preserve the ideals that were cherished so universally.

During the month of the festival the exhibit was constantly crowded. The newspapers and radio stations featured the human interest aspect of the exhibit pointing out how much the public approved what the junior citizens, the school children, had done to make possible the greater City of tomorrow. Editorials pointed out that these young citizens would never have to be "sold" on community improvement in the future; with such an experience in community betterment, the next generation would make steady and sound progress toward keeping the City abreast of new and significant changes in science and technology.

There is no doubt that the imagination and skill of the leaders of the local community and of the school system must be of a high order to conceive and accomplish so large a citizenship education project as just described. But within such projects we can look for great results in citizenship. Pupils need citizenship experiences in the local community that teach them to precede action with study and to act on study. Within this community arena, stress is also justified on the interrelation that should exist among all the types of human activity that make life possible in any society.

The literature on action experiences at the local community level is represented in the references listed on pages 287-88 as numbers 1, 2, 4, 5, and 13.

given children and youth to develop habits of active service at the national level.

In times of war or national emergency such as the past decade and a half there have been excellent illustrations of enlisting the young in the cause of national defense and preservation. They join the fighting forces, man the farms and factories to speed war materials to the troops, work in hospitals and in welfare agencies, and in every conceivable way rise as loyal citizens to perform their full measure of service. Children collect scrap metal, buy savings stamps, and render other service suited to their years.

But in times of peace, it has been more difficult to find projects that offer youth a real challenge and at the same time do not conflict with the normal responsibility of some organization or group of workers. In the many project reports submitted by schools at the request of the Yearbook Commission relatively few illustrated pupil experiences under normal conditions in the national scene. Some few told of the efforts of children and youth to help out a region in which a devastating epidemic, flood, fire, earthquake, or tornado had caused great suffering. Schools have cooperated with Civil Defense, the American Red Cross, the Friends Service Committee, and church groups in raising funds and in collecting food and clothing to send to disaster areas. Young people have worked in campaigns to raise funds for polio, cancer, and tuberculosis research. Youth have cooperated in drives to prevent fires, accidents, reckless driving on the highways, etc.

Too seldom do such action projects tie closely into the life of the school or become part of the study program of the curriculum. Youth should have a small part in conceiving and planning constructive national campaigns and drives. Their contribution to the national cause has been a positive one, but too seldom have the experiences been managed in such a manner that the participating youth have gained abilities to act effectively as citizens of the national community.

Getting Out the Vote

There was frequent mention by correspondents of youthful participation in national elections as one good type of experience. An alarming aspect of American life today is the failure of many citizens to vote in elections—local, state, and national. To correct this situa-

The school project may extend over a period of years, each year providing for planting additional acreage and each year providing for necessary maintenance of trees already set out. Maintenance may call for cutting away competing plants, protecting the young trees from fire, helping wild life get established in the new forest, and in similar ways seeing that the investment made by pupils of previous years is protected.

In the State of Michigan school projects in conservation are handled thru school groups which are permitted by state authorities to maintain camp sites on state lands. On these state lands, for the most part considered submarginal for agricultural purposes, the schools with the help of the State Department of Natural Resources not only reforest, but put the wilderness areas into shape for recreational use. In the Green Belt that surrounds the Greater Detroit area, there are dozens of school camps erected and maintained by the school districts of the metropolitan region. Continuously thruout the calendar year groups of school children with their teachers, counselors, and technicians from the department of natural resources camp out for one or two weeks at a time. Each class tackles some particular job. netting and removing the predatory fish in a lake or pond for the purpose of protecting the game fish, building animal shelters for birds and small wild life, cutting a nature trail thru the forest and labeling the various trees and shrubs, building fire breaks, stocking streams with fish, and marking historic sites with descriptive plates. In these and many similar ways the youth become participating citizens in making the Green Belt a better place for all people of the state to use recreationally over the long future.

Among the results of the Michigan school camps in the wilderness areas is the concern the young people develop for the conservation and proper utilization of the state's resources. They are eager that the state be kept green, that fire and disease are not allowed to destroy, that timber be cut on a sustained yield basis, and that the forest recreational area be kept clean and safe and sanitary. State authorities are certain that these young citizens will behave in such a manner that their heritage of natural resources left them will during their lifetime be beautified and perpetuated.

The National Community

Moving outward from the state community, youth are faced with developing abilities to act effectively as citizens in the national community. In this arena the school traditionally has done a great deal to develop the concept of national citizenship. The pledge of allegiance and the ceremonial raising of the American flag are daily symbols of this effort. Each state requires instruction in United States history and government in the expectation that out of such study youth will acquire insight basic to good citizenship in America. But because of the remoteness, the complexity, and the impersonality of national citizenship problems, little opportunity has been

upward the age at which youth can legally enter the national labor force and be accepted as producing members of their society. Pioneer America presented a continual challenge to youth to work to build a great nation out of the wilderness. But there are new frontiers to conquer that are as challenging as those that confronted our ancestors. Our new frontiers are in human relations. The nation needs and can use all the unharnessed and unchanneled energy of our children and youth in projects that will build understanding and harmony among the diverse racial, religious, economic, and cultural groups that make up America. We have a vast backlog of work to be done from coast to coast in developing more wholesome recreation, more satisfying esthetic opportunities, more of the good life everywhere. One day we may learn how to organize our national affairs so that youth may have an important assignment as junior partners in working on these new frontiers. Not only is it essential that these various services have the benefit of this youthful aid, but it is equally essential that youth have such basic experiences out of which they may learn to act effectively as citizens in the national community.

The World Community

The schools also have a responsibility for providing experiences appropriate for the American citizen in the largest of the concentric circle communities: the world. We must keep clearly in mind that this newest community is as yet a unity in the physical sense only; we are engaged in a new kind of global war to test the proposition that free men thru representative democratic institutions can run their own affairs. The issue of our time is the type of laws and institutions that will govern the relations of man to man and of man to spirit in the nations of the world. Until that struggle is won and the free nations have some assurance of remaining free, there will continue to be tension and the threat of war.

The question of the responsibility of the American citizen in this planetary community of free nations is difficult because there is as yet no agreement on fundamental matters. But even in so unsettled an area, schools are carrying forward projects that contribute to the general welfare of mankind and thus are providing experiences out of which may develop the abilities to act effectively as citizens in the world arena.

tion and to instil in the voters the essential attitudes to get them to the polls for elections, many schools have arranged for pupils to help. The following paragraphs are a composite of activities in many different communities:

As election day approaches the pressing issues are discussed in the press, over the radio, and wherever people congregate for business or pleasure. The pupils receive their share of the general stimulation and the resourceful teacher helps the pupils to untangle the issues and to identify the personalities. In studying the American system of secret ballot on which we depend for determining the will of the people, the good teacher will see that the pupils are confronted with the statistics which show that less than half of the voters normally go to the polls. These general statistics can then be contrasted with the behavior of the citizens of the community during recent elections and the pupils can be challenged to see if they can change the voting record of the community.

The help and advice of leading voluntary agencies is usually obtained at this point. It is highly desirable that adult guidance from the lay public be joined with advice from the school faculty to assure favorable reception of pupil efforts to get out the vote. It is made clear at the beginning that youth are not going to attempt to influence the voters on any issue or on any candidate: the entire effort is to be concentrated on getting voters to exercise their right and their obligation at the polls. The accomplishment of this objective can be facilitated if the leading lay groups are brought early into school plans for getting voters to the polls.

The student councils of the various neighborhood schools working with sponsors lay plans for publicity. For instance, a poster competition will result in hand-sketched and printed posters to be exhibited where people gather in the community. Student speakers are selected and arrangements made to have each service club, each church society, each recreational group invite a speaker from the schools to present the cause of getting out the vote. Radio and television time is arranged to present dramatic skits by pupils on the importance of every citizen's expressing his will in a representative democratic community. In every conceivable way the youth of the community alert all citizens to see the urgency of voting.

As the election day approaches, committees of youth organized by areas systematically by phone or door-to-door calls encourage voting and offer services of baby-sitting or transportation to those who indicate that they need this kind of help.

In some elections, the tellers have arranged for representative pupils to witness the counting of the ballots. And when the vote is counted, some election boards have engaged the help of youth in announcing the results to the public. Finally, the youth compare the percent of voters going to the polls in the election just held with previous years to see what gains, if any, may have been made by the concentrated drive to get out the vote.

One of the great challenges of our age is to find opportunities for children and youth to cooperate with their elders in large scale enterprises that will develop the spirit and the skills of national citizenship. Modern science and technology are steadily pushing

upward the age at which youth can legally enter the national labor force and be accepted as producing members of their society. Pioneer America presented a continual challenge to youth to work to build a great nation out of the wilderness. But there are new frontiers to conquer that are as challenging as those that confronted our ancestors. Our new frontiers are in human relations. The nation needs and can use all the unharnessed and unchanneled energy of our children and youth in projects that will build understanding and harmony among the diverse racial, religious, economic, and cultural groups that make up America. We have a vast backlog of work to be done from coast to coast in developing more wholesome recreation, more satisfying esthetic opportunities, more of the good life everywhere. One day we may learn how to organize our national affairs so that youth may have an important assignment as junior partners in working on these new frontiers. Not only is it essential that these various services have the benefit of this youthful aid, but it is equally essential that youth have such basic experiences out of which they may learn to act effectively as citizens in the national community.

The World Community

The schools also have a responsibility for providing experiences appropriate for the American citizen in the largest of the concentric circle communities: the world. We must keep clearly in mind that this newest community is as yet a unity in the physical sense only; we are engaged in a new kind of global war to test the proposition that free men thru representative democratic institutions can run their own affairs. The issue of our time is the type of laws and institutions that will govern the relations of man to man and of man to spirit in the nations of the world. Until that struggle is won and the free nations have some assurance of remaining free, there will continue to be tension and the threat of war.

The question of the responsibility of the American citizen in this planetary community of free nations is difficult because there is as yet no agreement on fundamental matters. But even in so unsettled an area, schools are carrying forward projects that contribute to the general welfare of mankind and thus are providing experiences out of which may develop the abilities to act effectively as citizens in the world arena.

The Empire School P.S. 221 in Brooklyn, New York, reports its program as follows:

Education for citizenship to be effective must provide experiences in service for others and experiences in togetherness. The ideal of brotherhood is realized only when the sense of togetherness is achieved and service for others is accomplished.

When our 6th year classes began work on the resource unit, "How We Have Worked for a Better World," the Young American Civic Club became intrigued with its title and objectives and conceived the idea that something concrete and practical be done. They learned of the plan by which UNESCO, among its other great purposes, helps the schools and school children of other countries. Under the leadership of the teacher in charge the Civic Club began the preliminary planning, enlisting the cooperation of parents and people in the community, as well as that of the teachers and children throughout the school.

These preparations culminated in a most successful bazaar in which activities and articles of every description were placed on sale. The proceeds of the bazaar were used to purchase UNESCO gift coupons for transmittal to schools in other parts of the world. The Young American Civic Club, seconded by the Student Council, decided upon the particular places to receive help (last year a village school in Macedonia, Greece; this year a school for crippled children in Bombay, India). On each occasion the Voice of America sent its recording units to our school to make a record of the occasion of the presentation of the gifts. On the occasion of the presentation of the gift coupons to the Indian School, the advisor to the permanent Indian delegation to the United Nations was the recipient and guest of honor. His words as well as those of our children were recorded for rebroadcast by Voice of America to the peoples of Asia.

Last year the Greek listeners heard the traditional American school song favorite, "America the Beautiful," an address which explained the aims of UNESCO, a panel discussion on current events, and the singing of the Greek anthem "Hymn to Freedom" in English.

At the close of the program a 10-year old pupil commented, "This is one of the most exciting days of my life. I feel now as if I really have brothers across the sea."

It is evident that the task of the American citizen in the world community is primarily one for the adult population to tackle at this time in world history. The problems are so comprehensive and so baffling that we cannot expect the school to know how to proceed in an area where adult citizens themselves have not yet decided the major issues. In the meantime schools can teach children and youth to understand the need for some kind of world law and order as basic to peace and security and freedom; the schools can help develop in youth the attitudes of friendliness toward people who have different color, memories, and creeds; the schools can help to strengthen critical thinking abilities; and they can contrast communism's world aims with those of the free world for a peaceful

family of friendly nations. All these lessons will facilitate intelligent behavior by American citizens in whatever world community emerges out of the current turmoil.

Basic Principles

Reference was made earlier to safeguarding the quality of citizenship experience provided to pupils. It is not enough that youth have action experiences to accompany the mastery of facts and skills in citizenship. It is conceivable that badly conceived experiences might be worse than none at all. Everything depends upon the quality; experiences that have been carefully selected, planned, and executed can aid greatly in the development in children and youth of the type of American citizenship advocated in this Year-book.

High quality in citizenship experiences depends upon observing certain basic principles. These basic principles recognize that the experiences should meet community needs, enlist community participation, and lead to growth by pupils in citizenship abilities.

1. As far as possible the action projects must aim at the heart of the problem of *improving* the community as differentiated from *study of* or *speculation about* the community as the end in view.

This principle, if applied rigorously, would rule out many projects reported as providing opportunities to practice citizenship behavior. Too often the project merely alleviates surface conditions and does not get at the deeper causes of the difficulty or problem facing the community. For example, Thanksgiving baskets to the poor represent a pleasant and generous deed to do once a year. They should not be discontinued, but the cause of the poverty should point the way to more significant efforts at improvement. Further, so many projects make fair analyses of the problems and present good proposals for correction of situations but fail to carry the study thru to the point of trying to change the conditions. If we are to produce citizens who can carry out their sound ideas and good intentions, then we must see that the projects designed for training run the full range of experience and culminate in action that brings real improvement to the community.

2. The youth and adults who work together in citizenship activities must sense the significance of the action undertaken.

In a free society citizens must be self-directive. Only in a slave state do people do as they are told without knowing why. If we are to produce self-directing citizens, then it is imperative that in the civic education experiences pupils learn to sense for themselves the significant problems demanding community action. Knowledge of history, civics, and related subjects should be drawn upon for building a sense of significance in the pupil's mind. It is most important that teachers and adult sponsors not tell children and youth to participate merely because it is a good thing to do; the adult leaders must help the pupils to see the problem and sense its significance in light of fact and in light of the ideals cherished by generations of Americans.

3. The proposed project should have strong community interest and support.

Community interest and support is the soil in which young citizens grow best in abilities to behave properly. We respond to those things which find most favor with the people whom we respect and emulate. If youth find widespread apathy or antagonism toward the project undertaken the results of the experience can be disappointing. Further, if the youth launch a project which has the disapproval of the community, the pupils may find themselves the center of an unfortunate community dispute from which it is beyond the maturity of youngsters to profit.

There are rare occasions when this principle might be ignored. Sometimes sheer inertia and ignorance on the part of the community deter action that would improve some aspect of general welfare. Such apathy may constitute an early antagonism to a project that youth want to undertake. A few projects that are at the beginning unpopular might be chosen in order to demonstrate how opposition due to ignorance or apathy yields to understanding.

4. Any project undertaken must clearly be appropriate to the maturity of the school group and must be an obligation shared by the participants with the total community.

Proposed community projects must be studied to make sure that the school is not attempting to do something that is already the clear responsibility of another agency or group. Whatever is undertaken must seem to belong to the children and youth as well as to other groups in the community. Any project that should be carried pri-

marily by adults must not be saddled on youth simply because children and youth are willing workers. A project must be within the maturity of those participating so that they may do so with comprehension and without harm in body, mind, or spirit. No exploitation of the young should be permitted.

5. The action project must be so planned and executed that all public and private agencies properly concerned with the problem at hand have a responsible part to play in guiding the citizenship education of the youth and adults participating.

The school is one of the agencies, public and private, that share the task of community law, order, welfare, and character building. The school should never assume that it has an exclusive mandate to organize the life of the community as a laboratory for citizenship education and ignore the other agencies concerned. It must be particularly sensitive to the rights and responsibilities of all interested parties and attempt to facilitate their cooperative participation in any project of community improvement designed to give youth citizenship practice. In some instances the school may initiate directly; in some the seed may be sown by school leaders; in others nonschool agencies or persons may invite the school's participation. Sometimes the other agencies concerned may ask the school to take the leading role in supervising the project; in some instances, the school may be only contributing under leadership of others.

Whatever the structure, the school must draw upon the expertness that resides in the other agencies in the community in order that the children and youth may have the best possible guidance in carrying out the activities.

6. The youth who participate must have a part in planning and initiating the action projects.

If citizenship includes the abilities to plan and launch movements for community welfare, then this principle seems clearly pertinent. For adults to do all the conceiving and preparation is to rob youth of the opportunity to learn these important technics. No one will deny that the immediate job for the community might be done more quickly and perhaps more satisfactorily by having experienced adults do all the thinking and planning and allowing children to participate only under orders. But if one of the significant outcomes

is the training of young citizens then we may have to be content with a bit slower action on community projects for the sake of good citizenship experiences for the young.

7. The participants must have a reasonable chance of carrying the project they propose to undertake thru to a successful conclusion.

Projects that are too complex for the maturity of the participants, projects that require more facilities and materials than can be made available, or projects that must extend over a longer time than the teacher and pupils can stay with the problem—such projects had better not be launched. Learning can be negative in this area as well as positive: to learn to start jobs and not to complete them is a serious negative learning that must be avoided if forethought can prevent it. Even if children are eager to start a program, the adult leaders should work to get the group to substitute a more promising project, if there is not a reasonable chance of a successful conclusion.

8. Youth must be permitted to accept their share of satisfaction for success or of responsibility for failure of a project.

A review of many projects discloses too frequently that a successful community project has been credited to the teacher or adult leader. If we are earnestly trying to develop citizenship behavior in our young people, then we should insist that they get the satisfaction of recognition for work well done on behalf of the welfare of the community. It is not to be construed that all credit should be withheld from advisers; but if we believe that the psychological law of satisfaction and dissatisfaction operates to fix a lesson more firmly in the learner, we should allow youth to enjoy credit for success.

Where the project has failed to achieve improvement in community conditions that share of responsibility for failure that actually belongs to the youth should, by the same logic, also be theirs. By accepting the sense of failure and finding out the reasons, the learner may be guided to success in subsequent situations.

9. The participants must actually grow in competent citizenship as a result of the experiences in the project undertaken. The school and community must see that all possible learnings are developed.

Any project must go thru, in some degree, the essential phases of research, planning, and programming. This contributes to the

pupils' understanding and to skill in problem solving. Any project must tend to the development of appropriate attitudes. The adult leaders or teachers must see that all possible aspects of the project are explored for the benefit of the learners.

10. At all times provision must be made for continuous evaluation of what is being learned and of the progress being made toward community improvement resulting from the action projects.

Evaluation must be continuous. With careful evaluation each experience can lead to the improvement of subsequent projects. Evaluation must be applied both to results in community betterment and to growth in citizenship behavior of pupils.

11. The school must so balance the experiences in citizenship action that over the entire school career children and youth have practice in behaving effectively in each of the concentric circles.

This demands a sequential design of emphases from grade to grade to assure coverage and to avoid duplication. Without such guide lines teachers are apt to encourage pupils to practice citizenship for the school and local communities again and again, thereby neglecting the other equally vital arenas in which we hold membership simultaneously. Crowded classrooms and heavy teaching schedules should be corrected by community leaders and administrators if teachers are to be able to give such balance to education for American citizenship.

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CHAPTER TWELVE

Capitalizing on the Total School Program

MANY aspects of the total school program contribute to the development of the knowledge, understandings, skills, attitudes, and habits which comprise the pattern of effective American citizenship. The activities carried on in the classrooms, laboratories, libraries, shops, auditoriums, and gymnasiums, and on the playfields all can lead to an understanding of the nature of our life and the values and ideals which are the foundation of that life. Only as all these activities are seen as having a part in the making of the citizen will the schools rightfully be recognized as being designed "to equip all American youth to live democratically with satisfaction to themselves and profit to society as home members, workers, and citizens" (10:1).¹

This chapter takes a look at certain aspects of the *total* school program in relation to citizenship education. It is primarily concerned with: (a) the curriculum, with special reference to the place of history and the other social studies; (b) the importance of books, audio-visual aids, and other materials of instruction; and (c) the role of the teacher.

The School Curriculum and Citizenship Education

A major emphasis of this book is that citizenship education is not the sole province of any one subject or any one activity in a school. Pervasiveness of citizenship education, however, should not do away with emphasis at strategic points. Whatever the organization of the school curriculum, whether by subjects, broad fields, the core pattern, pupil experience, or various combinations of these, certain bodies of knowledge and experience that contribute to civic competence are dealt with by pupils. Best recognized of these are history, civics, and related social studies.

¹ See references at end of the chapter. The first number in the parentheses identifies a publication by its number in the list of references; the number following the colon refers to specific pages within the publication.

The Contribution of History and the Other Social Studies

History, geography, government or civics, economics, and sociology have as their content the relations, past and present, among groups of men and between men and their environment. Thus they deal with the very heart of the factual content of citizenship education.

These and related fields of knowledge, whether studied as separate subjects or grouped in combinations or integrated courses, are called the "social studies" in the school curriculum. The word "social" derives from the Latin *socius*, meaning associate, ally, friend.

Citizenship values in history—Thru a study of history the student becomes familiar with the origin and development of the basic values, principles, and traditions which are the foundation of our society. He learns that they are the result of years of aspiration and struggle on the part of many persons. He finds that he owes a debt to these people of past centuries that he can pay only thru the preservation and improvement of the priceless heritage they have left for him.

He learns that all life, all history, is a record of change and that not all change is progress. Whether a change is for better or worse depends upon the intelligence with which man approaches the problems of life. Progress depends upon wise leadership and the ability of the people to select and support that type of leadership. The student learns that these responsibilities will soon be his to assume.

He acquires a better understanding of the contemporary world in which he lives. The problems of today lose their fear, if not their complexity, when their origin is understood and when they are viewed as a part of the over-all effort of man to seek out better ways to regulate and control his physical and social environment. Life in the United States today can be understood only in relation to the development of other areas of the world and in relation to such worldwide movements as religion, nationalism, imperialism, democracy, universal education, capitalism, and communism.

The study of history offers an excellent opportunity for the acquisition of the skills of research, critical analysis, and evaluation of the written word. In modern life the written word has a tremendous impact upon the thinking and opinions of men. This influence has grown as literacy has spread, and it will continue to increase



Planting trees in state forest, Public Schools, Manitowoc, Wisconsin

Active service as a citizen of one's state may come thru participation of the schools in the program for conservation of natural resources.

as more and more persons complete a high-school course. However, we have learned that it is just as easy to put the lie in written form as it is to put the truth. The use of the written word by the totalitarian states to pervert the minds of men should be ample warning that in addition to the ability to read, the citizen in America needs the ability to judge the worth of what he reads.

Familiarity with the methods of the historian in his search for sources, his testing of materials for validity, his quest for supporting evidence, and his analysis of materials as the basis for critical judgment should serve well to develop, in the future citizen, the skills and the values necessary to protect him from being deceived and misled by false propaganda.

The study of history, especially the biographies of the great men and women who have contributed to the advancement of science, industry, art, and human welfare in the United States and in other countries, provides an excellent opportunity for the development of those attitudes and loyalties which are necessary to give meaning and proper direction to all citizenship activities.

The above values claimed for the study of history admittedly are extensive in their scope. But these values are being accomplished today in many classrooms thruout the country. Much more can and will be accomplished as opportunities and facilities for inspired teaching are extended and capitalized.

Extent to which history and other social studies are taught— The schools are devoting much time to the teaching of American history. The National Council for the Social Studies and two historical associations joined in a study a decade ago which reported that "American history is taught in the vast majority of schools in three cycles." All pupils study American history in the upper elementary grades and again in the junior high-school years, and nearly all who go thru high school study it again in Grade XI or XII of the senior high school. This group of historians concluded:

The number of courses in American history in the schools and colleges is sufficient. If the results are unsatisfactory the remedy is not the multiplication of courses. (22: 39, 43. Quoted by permission of the Macmillan Company.)

Information collected by the U. S. Office of Education and by the Research Division of the National Education Association continues to show that much time is devoted to the teaching of history and the social studies. There was a substantial increase be-

tween 1933-34 and 1946-47 in the percent of high-school pupils taking American history (4:4). In 1952-53, more than 98 percent of the three-year, four-year, and junior-senior high schools reporting in a questionnaire study required the study of American history as a prerequisite for graduation (15).

Every state in the Union has some sort of statutory requirement for the teaching of American history, or the United States Constitution, or both, in the public schools (16). These requirements are variously expressed and may apply either to elementary grades, or to secondary grades, or both, but collectively they represent a unanimous mandate by state legislative bodies that instruction in the American heritage be included in the school curriculum.

Several curriculum sequences in the social studies are reproduced in Chapter Eight, pages 172-77. These reveal the current practice of offering a full year of specific instruction in American history once in the upper elementary grades, once in junior high school, and once in senior high school. In addition, recognition of historical anniversaries and birthdays of great Americans, studies of local and state history and government, and readings in biography and American historical literature are woven all thru the school years according to the maturity of the pupils.

The foregoing paragraphs refer to American history only. When the related studies are considered also, it is clear that the typical curriculum sequence in history and related studies provides for growth in citizenship in each of the seven concentric circle communities in which the American citizen has responsibilities. The youngest children study the home, the school, and the immediate neighborhood. Older children study the local community, the state, the nation, and the world. And thru various courses and topics in the secondary-school years, further study is provided for the building of American citizenship in each of the seven community circles.

In the elementary school the very youngest children are introduced thru class conversations, story-telling, visits, and the beginnings of reading to an understanding of their homes, the school, and their immediate neighborhoods. To some extent, thru stories and personal experiences and contacts, they are helped to understand their place in still wider areas. The middle grades bring many experiences in the local community, and often a study of local and state history. The formal study of geography begins in the upper ele-

mentary grades, sometimes as a separate subject and sometimes related to the history of the areas being studied. Some schools have organized these studies around regions representative of the various types of human existence while others have worked out programs based upon the apparent interests and needs of the students at various stages of their development. Whatever the organization of the courses, the equivalent of at least a full year's study in American history and two years in American and world geography is included in the upper elementary grades.

For most junior high-school pupils there is a year of civics which may emphasize local community civics or state and national government or a combination. A year of American history and a year of world geography or history are also typical. The order may vary; local and state history and government may be emphasized; the course may be called "social studies" all three years; but civics and American history are included in every junior high-school program.

In the senior high school, the typical student has a full year of American history in Grade XI. World history or world geography or the two in combination may be required in Grade X. In Grade XII, he usually takes civics, American problems, or another year of American history. The Grade XII courses in contemporary civics or American problems usually draw upon the teachings of history, as well as related fields of economics, geography, civics, and sociology. These courses are designed to trace the historical development of major problems areas in our life, and to show how the scientific method may be applied toward their solution. Probably no course in citizenship education is so difficult to teach and so subject to misunderstanding on the part of certain interests in the community. Nevertheless, it would seem that a scientific approach which applies the skills of critical thinking to the current issues of 20th-century American life is an essential part of any realistic plan of citizenship education.

This brief review shows a lack of uniformity in the timing and sequence of the teaching of history and related subjects but in view of the educational autonomy of state and local school systems, it is surprising that so much similarity exists. The teaching of the history of the United States, its government, and its institutions has a major place in American school curriculums. Certain guiding principles of curriculum development are influential thruout

the country; experience has resulted in adaptations of practice suited to the varying conditions of the state and localities.

In general, curriculum makers today seek to organize the curriculum in terms of the abilities and interests of children and youth as they grow toward maturity and to develop the knowledges, attitudes, skills, and habits which adult experience has shown are necessary for successful American citizenship. Our American society is still in a state of rapid adjustment to an industrial age, as Chapter Two shows. Consequently the diversity of education for citizenship represents adaptability to changing conditions and should be looked upon as a mark of vitality. Only as long as local school authorities continue to fashion the organization of content in history and the related social studies to the needs of their communities and to experiment with new methods of instruction will this vitality which leads to progress be retained.

The Contributions of Other School Subjects

All school subjects offer an opportunity to develop the qualities which are the hallmarks of the good citizen. English, foreign languages, science, mathematics, vocational and practical arts, home-making, business courses, art, music, health education, and physical education—all make significant contributions.

The language arts are of great significance in any program of citizenship education. Reading, writing, listening, and speech are all essential. Without the ability to read and to listen understandingly and to evaluate the truth or falsity of what is read or heard the citizen has but limited access to the basic knowledge which makes understanding of our American life possible. Without the ability to express in writing and in speech what is known and felt, the opportunity of the citizen to participate effectively in the political activities of the community is also limited.

These basic abilities, while not acquired thru the language arts exclusively, are among the most important aspects of the program. Letter writing, short-story writing, newspaper editing, debating, public speaking, and participation in panels, open forums, and dramatics, all contribute to the attainment of civic competence.

In addition, the instruction in much of the language arts program includes group processes which help to develop within the classroom many of the actual traits of good citizenship. More and

more, instructional procedures center around projects which are worked out cooperatively by the class and the teacher, or by small groups within the class. In this way, it is possible to give real application within the school to the basic concepts of democratic living which are being taught.

Important in the language arts is the study of literature and biography. From this study, students become acquainted with the ideas and philosophies of many persons and many peoples. In the hands of a skilled teacher, this reading can serve as the basis for interpreting the moral and spiritual values underlying the democratic way of life and can transform these values into the attitudes and habits which should govern all conduct.

The study of modern foreign languages can help in developing an understanding of the cultures of other countries. With the new role in world affairs which the United States has had to assume since the beginning of World War II, this aspect of citizenship training is of growing importance. Increasing trade and exchange of scientific information demand increased communication across present barriers of language.

Also important in citizenship education is instruction in science. Modern life cannot be comprehended without an understanding of the developments which have taken place in the fields of chemistry and physics, to name only two of the sciences. Citizenship in the atomic age, without an understanding of the development of atomic power and the implications of this development upon the life, work, and welfare of mankind, is a limited citizenship indeed. The proper utilization of this tremendous force calls for a higher degree of citizenship and world understanding than we have ever needed before. In addition, there are the thousands of ways in which scientific knowledge, and the application of this knowledge to industry, have altered the American way of life and our relations with the world.

But science in the classroom has a much deeper significance for citizenship. Science should teach a method of inquiry—the observation and recording of data, the formulation of hypotheses, and the testing of these hypotheses to determine their validity. It is the method of critical analysis and the suspension of judgment until the facts are in. This method is a basic process in the democratic way of life. In a democracy there is no other way to solve prob-

lems except thru the search for facts and the willingness to move in the direction in which the facts appear to point. The processes of the scientific method are central in any society functioning as a democracy, and an understanding of these processes is essential to effective citizenship.

Many persons do not readily associate mathematics with democratic citizenship. Yet mathematics is the basis of our technology and so affects the standard of living in the United States and is needed for understanding our whole way of life. There are few citizens who go thru a single day without needing the skills and concepts of mathematics. Business activities, record-keeping, saving, investment, purchasing, handling quantities—all involve the use of numbers and the mathematical rules governing their use. All concepts of promptness and responsible use of time have mathematical foundations. Taxation, public expenditures, inflation, and governmental fiscal policies are incomprehensible except in mathematical terms. More than this, mathematics exemplifies logic and reasoning, and just as science can contribute to the appreciation of these skills and their application to the processes of citizenship, so can mathematics.

The vocational and practical arts programs in the schools make their greatest contribution in that they offer the student opportunity to gain the skills and traits necessary for success in economic activities. They enable the citizen to meet his basic responsibility of pulling his own weight. In addition, the vocational shops offer an excellent laboratory for the development of self-reliance and co-operation.

Just as the stability of our society rests upon the ability of youth to secure the training necessary for economic competence, so also does it rest upon the competence with which young people establish and maintain homes. This is the first of the concentric circles of citizenship. The school program in education for family living contributes to citizenship training thru the development of the knowledge and skills necessary for successful homemaking and rearing of families. Here also are many opportunities for the acquisition and practice of the skills of self-direction and cooperation thru projects involving both individual and group work.

Altho business courses might be classified under the vocational heading, they are mentioned separately because of their practical

value to the pupil who does not plan to enter business as a vocational field but merely desires to have a better understanding of the many business activities in which he will be involved as an adult. Typing, bookkeeping, business law, and other business subjects provide skills and information which orient the individual to the society in which he lives, and increase his efficiency in his day-to-day dealings with other citizens.

Art and music offer many opportunities for the development of good citizenship characteristics. Many boys and girls find an opportunity for self-expression and for participation in group activities thru these subjects. In addition, both art and music serve as mediums for understanding and interpreting the culture of our own and other countries and for gaining an appreciation of the moral and spiritual values which are a part of these cultures.

Thru health education and physical education the knowledge, attitudes, skills, and habits essential to positive mental and physical health and resistance to disease are established. The sports and competitions which are associated with physical education offer numerous opportunities for the inculcation of the ideals of fair play and sportsmanship. These concepts are an integral part of any democratic system of citizenship.

Thus every part of the school program contributes to the development of effective citizenship. All subjects add to understanding and help youth to appreciate the values of American life. All areas offer, to some degree, the opportunity for the development and actual practice in the school situation of the concepts of human understanding and group cooperation which are basic to citizenship in a democracy.

Organizations and Activities

If in any phase of the school program the organizations and group activities of students may be regarded as "extra" curriculum, it is not in education for citizenship. Children and youth have opportunities, as they progress from elementary thru secondary schools, thru service clubs, special-interest clubs, class organizations, student councils, student publications, and associations of all sorts, to work responsibly in groups, under decreasing amounts of adult guidance. One of the concerns that today's schools must accept is to see that the students who seem most in need of education in leader-

ship and responsibility shall get such educational experience thru student organizations.

Only as self-directed student activities are recognized as one of the *most valuable elements* in education for citizenship will their great potentialities be realized. Activities of the type dealt with in Chapter Eleven of this Yearbook, for example, are impossible unless parents, boards of education, and school administrators see the wisdom and necessity of so staffing and organizing the school as to give teachers the time and the resources for adequately scheduling counseling of these activities. They cannot be done in marginal time above a full-time teaching load. The whole program of student activities should be reviewed as a total; overemphasis on the superficial and the commercial should be resisted. Broad scope, balance, and educational value should be objectives. There should be as much concern with the extent and quality of each student's participation in student organizations as with his marks on the school subjects.

Educational values are present in such seemingly minor tasks as messenger service, helping with corridor traffic, cooperating in problems of bus transportation, assisting in libraries and lunchrooms, and similar activities. These experiences can be significant parts of the curriculum in citizenship and deserve careful planning.

Planning the Unified Program

As one considers the broad components of citizenship education set forth in Chapters Eight thru Eleven of this Yearbook, and the complexity of the school curriculum thru which these components are experienced by pupils, confusion threatens. Is there a clear road map to follow? Can one set down in order a detailed analysis of the content and the activities that the school will provide, year by year, as steps toward citizenship?

One visualizes a chart such as Figure VIII, with specific items of the program filled in, only to realize first, that there would not be room for more than the merest skeleton of information on such a form; second, that the divisions by grades and by columns may be unrealistic; and third, that it seems to presuppose the possibility of a fixed set of experiences, that could be outlined in advance, thru which the child would move toward citizenship.

And yet, artificial and abstract tho it seem, such an approach may be useful. Analysis with this type of chart would require re-

FIGURE VIII.—CURRICULUM IN CITIZENSHIP—ANALYSIS SHEET

Maturity level	<i>Knowledge and understanding—Increasing command of the knowledge and understandings basic to American citizenship</i>	<i>Attitudes of loyalty—Growth in development of attitudes and convictions that represent loyalty to American ideals</i>	<i>Skills in problem solving and critical thinking—Growth in ability to use dependable evidence and critical thinking in solving individual and civic problems</i>	<i>Habits of civic service—Guided practice in civic action at ever higher levels of self-direction in each of the seven concentric circle communities</i>
Kinder-garten				
Grade I				
Grade II				
Grade III				
Grade IV				
Grade V				
Grade VI				
Grade VII				
Grade VIII				
Grade IX				
Grade X				
Grade XI				
Grade XII				
Community college				
Adult program				

peating it many times—perhaps, for each of the concentric circle communities (Chapter Six), a separate chart for each subject area and each type of student activity. Or similar analyses might be made for each of the “Ideals We Live By,” which are discussed in Chapter Three.

The value that might lie in such an exercise would be to focus attention on the existence of sequences that represent progress toward maturity in building attitudes, problem-solving skills, and action skills. Substantial progress already has been made in many school systems toward developing the sequence of facts and understandings which children need to experience in growth toward mature citizenship. In every school many experiences already are present which represent progress in developing attitudes of loyalty to American ideals, in growth toward skill in problem solving and critical thinking, and in ability to render service for the common good. If recognition can be given to examples and types of these experiences so as to draw them forward for the conscious attention of classroom teachers and school administrators, further progress can be made toward a unified and comprehensive curriculum in education for citizenship.

At about what age, for example, is it desirable for children to start electing their own members to the various duties customarily carried by children in each classroom? When can they with benefit organize groups with the familiar president-secretary-treasurer sets of officers? At what age can committee activities begin to be recognized and evaluated by pupils as a method of work? Is there a priority of sequence as among the democratic ideals and attitudes that can be explained verbally to children and apprehended by them? Are there ways of meeting basic needs that are especially appropriate to particular age levels? When can the abstractions of the process of critical thinking be recognized by children as a systematic method of working? Are there desirable sequences in the scope of civic-service projects that can be engaged in by school pupils of varying ages?

The aim of asking and answering such questions would not primarily be evaluation (altho it might naturally lead to evaluation) so much as it would be introspection and recognition. What is our present program? What do we now do successfully in these various phases of citizenship education for learners of differing ages?

Doubtless any local group of teachers and curriculum workers who undertook to examine its total program of citizenship education would develop its own instruments of analysis, suited to its own ways of working and its existing program. The turning of conscious attention upon the problem as a whole and the pooling of thought upon it would itself be a contribution toward the development of a unified and comprehensive program.

Importance of the Materials of Instruction

It is commonplace that a good worker needs good tools. And it is true, in the classroom as elsewhere. Altho the key factor in every classroom is the teacher, the effectiveness of the teacher is greatly influenced by the materials with which he and the class are supplied. No matter how great the personal resources and professional skill of the teacher, he needs the material tools of instruction.

A major resource of the teacher of citizenship must be the books and other printed matter in which are written the accumulated knowledge and understanding of man. They serve as a means of vicarious experience for the young persons who are preparing for a place in adult society. Important tho the written word is, there are limitations upon its usefulness. Some students have difficulty with reading and some concepts do not lend themselves easily to verbal description. Consequently every classroom should have a varied supply of visual and audio materials. They help not only in the clarification of concepts and ideas, but also in the emotionalization of these ideas so as to form attitudes and habits.

The Basic Importance of Textbooks

Textbooks are basic factors in any program of citizenship education in the schools because they are the source of information most readily available to all students. This might not be true if generous funds were available for the purchase of a wide variety of other printed materials. A realistic view of school budgets, however, and an awareness of the pressures upon them, pushes into the future the hope that every school system can provide the wealth of supplementary printed materials that pupils should use to the benefit of their ultimate performance as citizens. Few schools today

have as much as is needed; boards of education in those rare communities set an example that other boards might follow with patriotic wisdom.

Altho textbooks in all fields of the curriculum make their contribution to citizenship education, texts in history and related subjects are of special significance in the building of civic knowledge and understanding. Much of the printed information in the field of citizenship that might be useful and interesting to children and youth is not available at their reading levels. Textbooks, on the other hand, are written primarily with the needs of young learners in view. Even in those school systems that have carefully developed courses of study, one will find classrooms in which the curriculum guide is set aside, and the instruction is patterned on the outline of a textbook. When such an undesirable situation occurs, the children are less unfortunate if the textbook is a good one.

The Quality of Textbooks in Use Today

Since textbooks play an important role in citizenship education, their quality should be high. Are they such as to provide for good instruction in the prerequisites of American citizenship? Do they reflect the best traditions in American life? Do they establish the basis for sound attitudes and ideals about the American political and economic system?

While improvement will doubtless continue, the textbooks now in use in the American schools are in general of excellent quality. The presentday textbook is the result of much cooperative effort on the part of the authors, the publishers, and the schools. With the costs of publication what they are today, publishers cannot afford to gamble or to take risks on a book which will not meet with general approval. Consequently, authors are carefully selected on the basis of their scholarship, their loyalty, and their ability to present the material in a way that can be understood by children. It is growing practice for two or more persons, each with some special skill, to collaborate in the preparation of a textbook. The text is then worked over carefully by the editors to check for accuracy, lack of bias, conformity with accepted standards of the schools and the community, and the reading level of the material. Before a book is accepted by the schools and placed in the classrooms, it must undergo further scrutiny by state and local textbook committees

or commissions, frequently composed of lay persons as well as educators, and then it must be officially adopted for use by some controlling board or agency.

How does it happen, then, that there is a criticism of textbooks? One answer is to be found in the diversity of the ideas and attitudes of the American public. While there is general agreement about most of the basic concepts of our political and economic life, there are many variations of thought, and many personal interpretations are given to these basic concepts. Even so common a term as "democracy" means different things to different persons, and while most Americans are agreed that this republic is and should be built upon firm democratic principles, there are those who would deny even this. It follows, therefore, that few textbooks are written which do not meet some criticism.

The preparation of a textbook on any topic within the field of citizenship calls for selection and interpretation. The author of a textbook in American history, civics, or world history cannot include a detailed account of all that has happened thru the ages. He must choose and organize only a small part of the available material. His choice reflects the background and the understanding of the author and the current thinking of his time. This is both inevitable and desirable, since no book can gain acceptance unless it is in agreement with the current pattern of thinking of the educators and laymen who will pass upon his work for possible use in the schools. This emphasis on timeliness may pose a problem when the trend of thinking in the community changes, as we have seen it do several times in recent years.

Various lay groups in recent years have become concerned about the question of loyalty as reflected in school textbooks, to the extent of making special studies of the question.² Examinations of books in use often result in statements similar to that of the Tennessee Joint Legislative Committee which said: "The Committee found no evidence of subversion in the textbooks used in the public schools of Tennessee" (21). The Committee issued a statement, adapted from one approved by the American Legion, of criteria for examination of books. According to these principles:

Materials of instruction dealing with social, cultural, and governmental issues are constructive, friendly to democracy, and nonsubversive when:

² See Chapter Four, p. 87-88.

In the study of democracy, its accomplishments, failures, potentialities for further development are considered.

In the treatment of governmental, vocational, and social relationships of the individual, his obligations are stressed as well as his rights.

Information about other political and social systems, such as communism and socialism, is presented objectively as a basis for fuller understanding and deeper appreciation of American democracy.

In dealing with controversial issues, all sides of the issues are presented.

The criticism of textbooks is not limited to those who fear that subversive elements may be expressed in them. Many thoughtful citizens see another danger. The textbook that avoids all criticism may neglect important areas of contemporary American life. This point of view has been stated as follows:

Publishing houses must produce books that will sell. If the statement of unpleasant truth will interfere with the adoption of textbooks in a given area of the country, it is a simple matter to avoid the issue by omission. In this the publisher is no better, no worse than any other businessman making a living under current conditions. But teachers must remember that textbooks need to be subjected to the same careful scrutiny as any other printed material and that children should be taught to use them with the same discrimination that is brought to bear on all data. (19:20)

In recent years, textbooks in general use in American schools have undergone far-reaching change and improvement until today the American textbook is the envy of the educational profession the world around. Publishers and educators have learned that the textbook can be more than a compilation of information. It can be a basic factor in developing pupil motivation in the classroom. Better paper, larger type, more carefully selected pictures, maps, and other illustrations have greatly increased the attractiveness and readability of the textbooks. Carefully selected questions and work activities have increased their usefulness to teachers and pupils alike.

The Selection of Textbooks

Practices in textbook selection today vary greatly from state to state. State selection of at least some textbooks was reported in 1952 by half the states. State boards of education chose texts in 15 of these states and state textbook commissions in the other nine; sometimes both agencies share in the process. In the remaining 24 states the county or locality has this power, exercised usually through the local board of education but occasionally by a county textbook commission (11:30-35. Also 5 and 9).

Within this general framework there is wide variation. Only eight states adhere to the policy of single adoptions, which means that only one basal textbook is approved for each subject in each grade; in seven states the practice is optional or divided between basal and multiple adoptions. Nine states follow the policy of multiple listings, which means that the approving authority places several accepted textbooks upon the list and permits the local school district or teacher to select from these approved texts. Multiple listing is preferable from an educational standpoint since it allows some flexibility in the selection of texts to meet individual needs of school districts and pupils. There is a marked trend toward multiple listing in those states which have state adoptions. There also appears to be a trend toward more freedom for local school districts in the selection of textbooks (5).

In those states where the local school district is responsible for the selection of textbooks, practice varies from the careful evaluation of textbooks by committees of teachers and experts to a situation where one classroom teacher or one administrator makes the decision. In most cases there is a careful scrutiny by an evaluating group before a textbook finds its way into the hands of students. The selection of textbooks is so important that it seems desirable to work constantly for improvement. Two basic criteria should guide the selection and adoption of textbooks: first, that the classroom teachers who are to use the book as a tool of instruction should have a voice in the selection; and, second, that the textbook should be selected on the basis of defensible educational standards.

To meet the first criterion, it is essential that classroom teachers have an opportunity to become acquainted with and perhaps to try out in the classroom the textbooks available, and that they have a direct or a representative voice in the approval process. Many city school systems and larger rural units are seeking to make this possible thru the establishment of textbook centers, where publishers may deposit their latest texts. Thus, the latest books are available for examination at all times. Books which seem to be valuable are studied carefully by committees of teachers and supervisory personnel, and the final selections are approved.

To meet the second criterion, it is essential that all textbooks in a field be carefully checked against a standard of values agreed upon in advance. First and foremost, the book should be checked for its

educational philosophy and for the degree to which this educational philosophy fits into the pattern of the particular course and the over-all pattern of the school. Further, the book should be checked against criteria of scholarship, interpretation of American ideals, balance of presentation, treatment of specific topics, level of reading difficulty, clarity of type, pertinence of illustrations, usefulness of study aids, quality of paper and binding, and such other points as seem worthy of consideration.

While it is desirable that classroom teachers take an important part in the selection process, it is doubtful that they alone should have to carry the responsibility of selection. Unless extended time for work on a textbook committee is provided in the teacher's schedule, he may find himself hard pressed to find the time required for a careful evaluation of the many textbooks found in some areas. Supervisors, curriculum specialists, and laymen may be called upon to help the committees in their selection.

In all cases, the recommendations of the textbook committee should be made by the superintendent of schools to the board of education, or to other designated legal authority, for final approval of the selection made.

As a matter of sound educational practice, textbook committees should seek to recommend several books of varying levels of difficulty and embodying different approaches to the subject, so that the teacher in the classroom will have the materials necessary to make adjustments to the varying interests and abilities of the pupils (3:198-200).

Supplementary Printed Materials

If the goal of the citizenship education program is the learning of a limited number of facts and concepts about the American system, then, perhaps, a single textbook is adequate. If our goal is broader, if we want to teach young people to be able to find their way thru a maze of conflicting claims and counter-claims and to be able to arrive at conclusions based on truth and reason, then it becomes necessary to use a wide range of written instructional materials. Only as the student becomes acquainted with the variety of ideas which exist in the world today can he arrive at a sound and reasoned appreciation of the principles and values which constitute the greatness of the United States.

The supplementary materials include encyclopedias, reference books, monographs, biographies, fiction, and supplementary readers. Current periodicals such as magazines, newspapers, pamphlets, and newsletters are needed. These various items may be available in school libraries, classroom libraries, or in sets of supplemental books which provide a copy of a given document for each member of a class but must circulate from group to group during the course of a year. Many of these materials are produced commercially for school use and are the result of scholarly research and careful writing. Other materials are the product of organizations or groups who are interested in presenting some particular side of an issue. Usually these latter materials are made available without cost or are sent to the schools without solicitation. They also should be carefully evaluated by competent committees before acceptance.

Many of the best reference materials for citizenship education are written for adults and are too mature for school use. Little has been done to rewrite these materials and publish them for school use since, by and large, the schools have not provided an extensive market. Several recent attempts, however, have been made to prepare pamphlets for school use dealing with specific phases of citizenship problems.³ These can be used flexibly to focus attention on basic concepts. Also on the market are several effective school periodicals dealing with current affairs. These magazines and papers are graded to different levels of ability, and are used extensively. In high-school classes that are organized on the problem-solving plan there is need for adult magazines and daily newspapers.

As with textbooks, problems of selection arise in the use of supplementary materials. Obviously not all written materials are suitable for classroom use, and procedures similar to those which have been described for the choice of textbooks should be used in their selection. Some states establish approved lists of supplementary materials, but in most states this matter is left to the local school district or to the individual teacher. It would seem desirable in all cases to have an established policy for the selection of materials for general classroom use, and established criteria which are broad enough to permit the selection of materials representing many points of view. Also it would seem desirable to have the final decision as

³ For example, the *Living Democracy Series* of the Civic Education Project, cited in Chapter Fourteen, p. 373-74.

to the selection of materials to be purchased or accepted for system-wide use made by a committee representing a range of opinion and judgment rather than by one person.

One of the values of supplementing textbooks with a variety of other materials is in making it possible to consider opposing points of view on controversial issues. If this is done, material will be used which, standing alone, might be objectionable to many citizens in the community. If materials that present only one side of a problem are to be used in the school (and they should be used) it is essential that parents and the community understand that (a) they are being used deliberately, and (b) they are being used in ways that bring out all sides of an issue. It is not the role of the school to support the special pleading of any group, but it is the function of the school to present the variety of points of view that exist in our society and to help students learn how to evaluate these different opinions. This process is basic in intelligent citizenship.

A significant part of citizenship education is the study of local history and government. In many localities, however, no pertinent resource material is available that would make an appeal to children or youth. This lack is being overcome in some school systems by the local publication of supplementary pamphlets for school use. For example, the Detroit public schools have issued a fourth edition of *Citizenship in Detroit*, a source book on local civic life (7). In Richmond, California, the third-graders may read not only *Little Hill*, which tells the story of a local landmark, but also *Children's Tales of Early Richmond* (18). For older children *The Story of Richmond* is available.

Similarly, a number of state departments of education have published material for school use, on state history and government. An example is *The Palmetto State* (20). County school systems may also provide this type of material for pupils. *Government in California* is one of several such supplemental pamphlets issued by the Los Angeles county schools (12).

Another problem in connection with supplementary written materials is that of cost. In about 15 states the state law requires that local school districts meet the costs of such supplementary materials as are needed (9). Many school systems in other states assume the cost as a matter of local policy. However, in some districts, no budgetary provision is made for the cost of such materials, and if

they are available to the students, it is thru student purchase. Many communities would greatly enrich and raise the level of instruction in citizenship by providing a more adequate supply of supplementary printed materials for the use of pupils.

Audio-Visual Materials

Great progress has been made in recent years in the quantity and the quality of audio-visual teaching materials and in their effective use in the classroom. In many schools today, maps, graphs, flat pictures, motion picture films and projectors, film strips and slides and projectors, opaque projectors for the enlargement of maps and pictures, records and record players, recording machines of various types, radio, and television are available. Collections of objects such as flags, dolls, models, and other items represent another type of material useful in citizenship education.

This wide variety of instructional aids offers many advantages to the teacher of citizenship education. It greatly increases the variety of experiences that can be brought into the classroom, and provides the opportunity to present these experiences in a manner that arouses interest.

Films, film strips, and recordings make it possible to recreate and in a sense to relive the past. With these devices, meaning and vitality can be given to the record of history. The visualization of concepts and ideas adds much to the ability of the student to understand them. These instructional aids also afford the motivation for many worthwhile classroom activities in the citizenship education program. Radio and television broadcasts can be prepared, dramatizations and speeches can be recorded, and many other activities, similar to those of adult life, can be carried on. Perhaps the most important contribution of moving picture films, as well as of recordings, is their ability, thru dramatic presentation, to emotionalize many of the events and aspects of our national development and diverse cultural groups.

More recently, television has assumed an important role as an educational aid. The TV coverage of such historical events as the presidential nominating conventions, the presidential inauguration, and the British coronation has clearly demonstrated its educational value. Cost and technical difficulties currently limit the use of TV in the classroom, but the educational possibilities of television

are so great that steps are being taken to overcome these factors. Many school systems are experimenting with the use of TV programs as part of the curriculum, and in some areas schools are establishing television broadcasting facilities.

The possibilities of television in education were seen by the Federal Communications Commission when it allocated 242 television channels for noncommercial educational purposes. Great advances in citizenship education will be possible when these channels are actually put into use by educational institutions and systems. The expense of establishing a television station, high though it seems, is slight in comparison to the commercial value of a television channel. Educational leadership still has the task of arousing community interest in the opportunity of securing educational television.

Associated with the use of audio-visual materials are certain limitations which must be recognized and met. The equipment must be readily available to the teacher and the class, the classroom must be large enough to permit its effective use, and the necessary electrical outlets must be present. Adequate storage space for films, film strips, and records must be provided and the materials must be constantly revised and kept up to date. Audio-visual equipment, films, and records are expensive instructional items. But they add greatly to the effectiveness of citizenship education.

Administration and Circulation of Materials

A big step forward for citizenship education can be taken in many communities by the simple expedient of appraising and streamlining the system of classifying, publicizing, and distributing the available teaching aids. Printed materials and audio-visual materials justify their cost only when they are used widely by pupils. When libraries and educational materials bureaus are headed by professionally trained workers who understand the curriculum and the problems of teaching, and who are dedicated to the objective of getting the materials into classrooms, ways will be found of facilitating the use and circulation of all items.

The handling and distribution of supplementary written materials vary greatly from school to school. Many schools have central libraries where standard reference materials, monographs, and biographies can be used. Many are well supplied with magazines,

newspapers, and pamphlet materials. Other schools, because of limited budgets or more conservative policies, lack this type of material. In general it can be said that there is a growing recognition of the value of supplementary materials and more and more schools are being adequately supplied. In rural areas where library facilities are more limited, there is an increased use of bookmobiles sponsored by county school units or libraries. In addition, loan packets are distributed by state education departments and libraries.

Altho a central library is of great value to a school, it does not completely meet the need. Classroom libraries are being established in many schools so that certain materials may be available at all times in the classroom for ready reference and use. This necessitates purchase of additional materials and the equipping of the classroom with bookcases, display racks, and filing cabinets for the proper use and preservation of these materials.

If teaching aids are to receive maximum use, teachers must be informed of their availability. A typical feature of curriculum bulletins in the fields related to citizenship is an extensive list of reading references and resource materials, including the audio-visual aids available in the local system. Or separate bulletins may be issued, dealing exclusively with the resource materials. An example of the latter type is the pamphlet for social-studies teachers in Grade IV, circulated in Columbus, Ohio. It consists of lists of films, film strips, recordings, and records available for loan from the department of radio and audio-visual education and from the record library of the local board of education, and gives addresses of industrial and other sources of free and inexpensive materials. Each list is classified, using topics such as "clothing," "community helpers and workers," "early history," and the like (6). A booklet issued by the Detroit schools classifies audio-visual materials under such headings as "Our Life Together" and "Know Your State and County." For each topic it gives descriptive lists of sound films, film strips, radio scripts, transcriptions, and exhibits from the Children's Museum (8).

Obsolescence of Materials

Obsolescence of instructional materials is a constant problem, especially for citizenship materials. When is a textbook or a refer-



Public Schools, Madison, Wisconsin

A teacher's professional spirit and conception of teaching as a challenge to creativity and service are vital factors in helping students to develop good citizenship.

ence book no longer useful in the classroom, so that it should be replaced? In many school systems, either by law or by practice, a fixed useful life of textbooks is established. This may vary from three to five or more years and, in general, is based upon the physical properties of the book. As long as the book holds together, it may be assumed to be useful.

But frequently such is not the case. Textbooks tend to reflect the thinking of the times in which they are produced. Thus, a book written in times of depression may appear more critical of the economic system than a book written in times of prosperity. A book written during a period of war or international tension may be quite different from a book written during a period of peace, or a period when international alignments have changed. These shifts in thinking tend to make books obsolete for use in the classroom.

Advancing scholarship also tends to make some materials obsolete. Many of the materials used in citizenship education are in relatively new fields and their concepts are constantly being refined and new evidence is being developed. To keep abreast of these developments requires that periodic changes be made in the textbooks and reference materials used in the classroom.

Obsolescence also affects audio-visual materials. Films which were once effective may lose their value when they fail to compete in excellence with those shown at the corner theater. An old-fashioned dress or an out-dated automobile may drown the educational value of a film in a sea of laughter.

Consequently, a well worked out program for the utilization of instructional materials will include a procedure for the periodic review of these materials, with a view to replacing those which have become obsolete for one reason or another. It is very important that educators, schoolboards, and the community realize that ideas within a book may become worn even more quickly than the binding which holds the pages together.

The Key Role of the Teacher

Altho it is generally recognized that education for citizenship is the responsibility of the entire school and includes the activities of all school personnel, we must not overlook the fact that in most instances the key role is played by the classroom teacher. It is the teacher who organizes the content of instruction into suitable teach-

ing units, who directs and stimulates the students in their learning efforts, and who determines the utilization of the teaching resources available in the school and the community. It is the teacher who sets the educational tone or climate of the classroom and thereby determines whether the lessons of citizenship become meaningful. Without wise teaching, the words read in books may merely be memorized for the next examination and then forgotten, or the activities may merely be ways of passing the time rather than conscious practice in the skills of democratic living.

The key role of the teacher in citizenship education poses certain problems which must not be overlooked. What type of educational preparation is necessary for the teacher? How can the schools secure this type of teacher? What are the conditions within the school and the community which make it possible for this type of teacher to do an effective job? What are the responsibilities of the local school system for recruiting prospective teachers and for maintaining the efficiency of those in service?

Preparation for the Teaching Profession

The institutions which accept responsibility for the education of teachers play an important part in the school program of education for citizenship. Scholarship, professional skill, and wholesome personality are needed. The teacher of music, or shop, or mathematics, no less than the teacher of an elementary grade or of high-school social studies, needs a working knowledge of the total program in citizenship education.

The teacher who can lead others to worthy citizenship has a thorough understanding of the American way of life and its development. This includes an understanding of the political, economic, and social development of America and of the relationship of American development to the larger pattern of man's life upon this planet. American civilization cannot be understood apart from its origins in other parts of the world and in other cultures. Nor can life in the United States be understood except in relation to the part which this country is playing in world affairs today.

But it is not enough that the teacher be well informed. It is essential that he understand and wholeheartedly accept the basic principles which underlie our democratic form of life. Unless the teacher firmly believes in and practices such ~~ideal~~ respect for the indi-

vidual, the equal right of all persons to develop to the greatest extent of their ability, and the right of the person who is being governed to have a clear voice in the government, he will have a limited value as a teacher of citizenship.

The national professional organization of the teaching profession feels so strongly on this point that the following provision appears in the *Bylaws* of the National Education Association:

Provided, however, that no person shall be admitted or continued in membership in the NEA who advocates or who is a member of the Communist Party in the United States or of any organization that advocates changing the form of government of the United States by any means not provided for in the Constitution of the United States.

Related to this same issue is the following resolution adopted by the NEA Representative Assembly in July 1953:

The National Education Association recognizes the right of legislative bodies to conduct investigations directed toward prospective legislation. Educators called upon to testify in such investigations should do so fully and frankly.

The Association believes that the processes of investigation should be conducted with adequate safeguards for the constitutional rights of individual citizens. . . .

In addition to an understanding of our society, an appreciation of the fearful cost of our liberties in human lives and fortunes, and a firm conviction of the value of its basic tenets, the teacher must have a thoro understanding of children. It cannot be questioned that the needs of American society must determine what *should* be taught in the school. Neither should it be questioned that the needs and capabilities of children must determine what *can* be taught in the school. The curriculum, to be effective, must always recognize these two factors, and every teacher must have a thoro understanding of what should be learned, how it can be learned, and when it can be learned.

Lastly the teacher must have an understanding of the relationship of the school to the American republic and the society in which it exists. He must know that society expects certain things of its schools and that these expectations cannot be ignored. Neither can the limitations imposed upon the schools by society be ignored. The teacher must be prepared to fit himself into the pattern in which he finds himself and within these limits do all that is possible to help boys and girls acquire an understanding of and devotion to the basic ideals of American life.

Recent years have seen much study and self-criticism of the curriculum of teacher-education institutions and progress continues to be made. Current examples of the efforts to improve the caliber of teacher education are found in the work of the National Commission on Teacher Education and Professional Standards, and the formation of the National Council for Accreditation of Teacher Education. Established largely because the teaching profession has awakened to the realization that it has a responsibility in determining the programs that prepare its members, the Council is designed to provide democratic representation and participation of the major segments of the teaching profession in the process of accrediting teacher-education institutions.

Certification and Selection of Teachers

State departments of education provide many useful services in education for citizenship in the realm of curriculum and instructional leadership. Another service of great significance is that of certification of teachers. Many local school systems accept the teacher's state certificate as only the basic requirement, and are able to select the best from among many qualified candidates. But some school systems, with low salary schedules or other unsatisfactory conditions, accept any teacher who can meet the minimum qualifications. The question of specific competence of all teachers for the teaching of civic values is one that faces certificating authorities in all states. It may require increasing emphasis as the present teaching shortage continues.

Professionally administered procedures for the careful selection of teachers for appointment by local school systems have been adopted in a few of the larger school systems. The guiding principles have been summarized in a monograph prepared by professional workers in this field (2). Thru long experience, such orderly processes as the following have been evolved: the evaluation of scholastic and experience records and of scores on qualifying examinations, the conducting of planned interviews on a comparative basis, the making of character investigations, the observation of actual teaching where possible, the establishment of eligibility lists, the appointment on the basis of professionally determined merit, and the use of the probationary period as a functioning part of the selective process.

Conditions of Employment of Teachers

People are motivated in their work by material rewards, by recognition thru status, and by a desire to perform useful and creative work. If a school system wants to secure top quality teachers to perform a top quality job, it must take all of these factors into consideration.

Salary schedules must be established which are comparable with those of other professions and which will attract the best people into the teaching profession. The history of teachers' salaries shows that during times of depression teachers' salaries are reduced, but not as much as those of industrial workers or members of other professions; that during times of prosperity teachers' salaries are advanced, but not at as swift a rate as those of other workers; and that at no time are teachers' salaries, on the average, comparable with those of professions requiring similar educational standards and professional performance. Here and there a pioneering community has broken this cycle and has made a dramatic advance in teachers' salaries to bring them to levels approaching a professional standard. A good many school systems are now approaching or surpassing the proposed \$3600 for qualified beginning teachers, recommended by the National Education Association. Few indeed are those that have reached the NEA's recommended salary of at least \$8200 for teachers of advanced preparation and proved experience. Until states and communities are willing to pay teachers a salary that represents a respect for the civic importance of the position, it will continue to be difficult to find and retain teachers who meet the high standards of excellence outlined earlier in this chapter.

There are other employment conditions affecting teachers, as well as salaries, that need administrative and community consideration. The holding of class size and other elements of teaching load to reasonable limits; the reduction of tension and over-complexity of programs; the maintenance of respect and consideration in dealing with teachers and teacher organizations on questions of teacher welfare; the recognition by citizens that teachers, no less than other professional persons, are entitled to maintain homes and the services of comfortable living in the United States—such procedures and attitudes as these are necessary if teachers are to teach citizenship by example and by precept, as suggested in this Yearbook.

Teachers must be granted the opportunity to lead normal lives in the community on the same basis and by the same standards as do the other professional members of the community. That this principle is violated in some communities is one cause of the present teacher shortage. The community should select teachers in whose judgment and loyalty it has confidence. Then these teachers should be allowed to carry on their work without fear and without restriction so that they may deal openly and objectively with the many conflicting issues which are a part of our society today.

Recruitment and Inservice Training

Important, too, is the growing conviction that means must be devised to attract young people of top quality into teaching. A profession of such great significance to society and to our culture should command the best. Identification of potentially capable teachers should begin in the elementary and secondary schools with the selective process continuing at the time of admission and during the training period in the teacher-education institution. Thru continuous counseling and guidance and thru laboratory experiences during the period of preparation, young persons should be able to recognize whether they possess the qualities essential for working successfully with children and youth. The belief is growing that teacher-education institutions and the teaching profession owe to the public a reasonable guarantee that teachers will be competent, which obviously would require that those who are doomed to failure be excluded prior to certification. For the recruitment of potentially successful teachers, the profession itself should assume much responsibility. Recruitment committees should carry on a continuing campaign to alert young people to the opportunities, the privileges, the social service, and the productive careers in teaching.

For those already in the field, inservice training, refresher courses, or graduate programs designed to improve the teacher's services to children, to increase professional skill, and to create personal growth should be provided and required.

Unifying Many Efforts

The school must accept the preparation of good citizens as one of its major responsibilities. This responsibility can be met only

thru the orientation of the total school program to the development of the basic concepts underlying our system of democratic living. History and the related social studies are generally recognized as making an especially important contribution to the citizenship program altho all subjects and all school activities and services make valuable contributions.

For effective teaching, good instructional tools are needed, and adequate materials should be available in every classroom. Textbooks of high quality, carefully selected, are a first essential. In addition to textbooks, many types of supplementary materials should also be readily available and in use. These include written materials, audio-visual materials, and community resources. Many factors contribute to the obsolescence of these materials, and provisions must be made for their constant re-evaluation and for the replacement of outdated items.

In any program of citizenship education, the key role is played by the individual classroom teacher. It is the teacher who organizes the instruction, directs and stimulates the learning process for each pupil, and sets the pattern of democratic living in the school thru his attitudes and conduct. The conditions of employment of teachers help to determine the quality of new entrants to the profession and also the morale and efficiency of those who accept teaching as a life career. Only the highest standards of professional preparation, supplemented by farsighted personnel policies within local school systems, can assure such teaching for America's children.

American schools today are devoted to their job of helping boys and girls to become good citizens capable of assuming the responsibilities of adulthood. Teachers and administrators are constantly evaluating the educational program and seeking ways to improve it. New and better instructional materials are being made available in greater amounts in more and more school systems. There is a growing realization that preparation for citizenship in a democratic country must be based upon democratic action and participation, as well as upon the acquisition of facts and knowledge. The schools of today in the United States are doing a good job of citizenship education, but they are not resting upon their successes. Rather they are constantly seeking ways and means to improve the citizenship program so that it will be more valuable to the youth of tomorrow and to our country.

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PART IV



Looking Ahead

Evaluation and experimentation lay the groundwork for future progress in education for American citizenship. Only by systematically examining results in the light of specific objectives can there be confidence that any given educational procedure is really improving the social and civic conduct of children. Continued action-research projects in citizenship education offer many contributions to the teacher who is alert for new and better methods and materials.

Recognizing that we must succeed in education for citizenship, and believing that the conditions for effective citizenship education are known, the school superintendent and all with whom he works may press forward in confidence toward the ideal that sees every American an intelligent, loyal, clear-thinking, active citizen in every area of civic service.

CHAPTER THIRTEEN

Evaluating of Education for Citizenship

AS INDIVIDUALS and as a people we tend to move along rather unconcernedly when we feel sure of ourselves. But let some new, strange, or uncertain element enter our consciousness and we are likely to pause to check up on our location and direction of movement. As a people we are now checking up on our programs of citizenship education because we face a critical world situation and because we find some internal evidence of low standards of citizenship and lukewarm commitment to the ideals and values basic to our kind of society.

This concern is manifested by both laymen and educators. The depression of the 1930's led to increased adult interest in youth education and especially in the citizenship education youth was getting. The American Youth Commission—a lay body—urged citizenship education as a central feature of all youth education. World War II and the resulting world situation have served to heighten the general public interest in citizenship education. The teaching profession has been steadily at work expanding and refining the school's efforts to provide sound programs of citizenship education.

Along with this increased concern for citizenship education has come an expected increase in the demand that the outcomes of current programs of citizenship education be evaluated. We want to be sure that our programs are having the effects that we hope for. We want some evidence that as some high schools and colleges increase the amount of education in history and other social studies required of their students, better citizenship results. We want some evidence that as other schools and colleges increase their stress on active and responsible participation in school and community life by students, the students tend to become better citizens. Evaluation of programs of citizenship education, therefore, is now a major concern and effort of all the agencies working in this area of education.

By evaluation of these programs we seek to discover to what extent their purposes or objectives are being realized.

Evaluation . . . can provide a periodic check which gives direction to the continued improvement of the program of the school; it can help to validate some of the important hypotheses upon which the program operates; it can furnish data about individual students essential to wise guidance; it can give a more satisfactory foundation for the psychological security of the staff, of parents, and of students; and it can supply a sound basis for public relations. (26:10)¹

This chapter undertakes to do two things. First, it shows that schools really can clarify their objectives in citizenship education and can then evaluate the success of their existing programs. Second, it provides sources of information for schools that may want to determine more exactly what the goals of their civic education programs are, or want to decide how best to evaluate their programs.

Concepts of Citizenship

Guiding the development and evaluation of programs of citizenship education are variously stated concepts of the citizenship for which these programs are designed to prepare. These statements show diversity of expression but unity of purpose. Several of the statements of concepts and objectives in citizenship education are quoted or abstracted here to illustrate different approaches.

Commissioners of Education of the Northeast States

In 1947 the Commissioners of Education of the New England States, New York, and New Jersey organized to study their common problems. Among them was that of developing a program of education for better citizenship. As a result they created in 1950 a committee representative of their states which prepared a report, *Education for Citizenship*, and published it in 1952. Feeling a need for a definition of terms, they said:

Civic Education includes and involves those teachings; that type of teaching method; those student activities; those administrative and supervisory procedures—which the school may use *purposively* to make for better living together in the democratic way; or (synonymously) to develop better *civic* behaviors. . . .

Once it is granted that Civic Education is not a special subject (called "civics" or even "problems of democracy") nor the exclusive concern of a special group of teachers (say social studies teachers), then it becomes necessary to determine the objectives of this field of educational endeavor, so that

¹ See references at end of the chapter. The first number in the parentheses identifies a publication by its number in the list of references; the numbers following the colon refer to specific pages within the publication.

any teacher can see what his or her contribution toward their attainment might be. (6:8-9)

The report of the commissioners further set out in detail their concept of what the objectives are. The 11 statements appearing below are taken from this report. The original document gives illustrations of "things to do" and references to use with each of the objectives:

I. A progressive approach toward that balance and maturity of individuality which is required for constructive participation in democratic society

II. An adequate understanding of, and wholehearted allegiance to, the democratic way of life

III. An understanding of the major features of the present international situation and the problems involved in the attainment of world peace

IV. An appreciation of the rights, privileges, and protections which political democracy ensures, and a deep sense of personal responsibility for making them available to all, without unjust discrimination

V. A keen interest in human affairs and a desire to participate effectively as a citizen in a democracy

VI. A determination to apply intelligence to personal participation in political affairs

VII. An understanding of the need for effective selection and training for political leadership, and a clear appreciation of the role of leadership

VIII. The will to abide by the laws and support their enforcement

IX. A grasp of the understandings and attitudes needed by citizens to make the American scheme of free enterprise work with maximum efficiency in our democratic society

X. The earnest desire to develop and maintain intergroup understanding, respect, and good will

XI. The will to translate into civic behavior the basic teachings of character education and religion. (6:29)

Connecticut State Department of Education

Concurrently with the development of the above report by the Commissioners of the Northeastern States, the Connecticut State Department of Education had a committee at work which published in 1951 a report entitled *The Task of Citizenship Education*. The Connecticut committee pointed out what is to be sought thru citizenship education by listing characteristics of the good citizen:

It seems desirable to identify some specific characteristics of the democratic citizen which may serve as a general target for parents and educators to direct their training.

The good citizen in a democracy:

1. is, within his own limitations, a mature person;
2. recognizes the uniqueness of each and all persons and that every one has certain physical, social and emotional needs which must be satisfied if one is to develop a wholesome personality capable of living democratically;
3. does not discriminate against people because of race, religion, nationality, age, sex, or social status;
4. knows the fundamental tenets of democracy and how they differ from those of authoritarianism;
5. recognizes that all brands of democracy are not necessarily like that in the United States;
6. knows something of the long struggle, both in America and other countries, to achieve the degree of democratic living which now exists, and he is well aware of the need for further progress in democratic living;
7. has a philosophy of life consistent with the values of democracy;
8. recognizes the persistent problems of his times and he has the insight and skill to work with others cooperatively to take social action for dealing with them;
9. recognizes his civic and political rights and assumes his civic and political obligations;
10. works constructively at some vocation that has social usefulness;
11. recognizes and works for justice through codes of law, and legally constituted legislatures and courts—local, state, national and international; and
12. obeys the laws of his community, state and nation, acting legally to get them changed if he does not agree with them. (7:23-24)

The Detroit Citizenship Education Study

The Citizenship Education Study in the Detroit Public Schools is well known for the careful work it did and the intrinsic worth of its several publications.² In *Five Qualities of a Good Citizen* it stated the concepts of citizenship which served as the central goals of the Study:

1. *The good citizen cherishes democratic values and bases his actions on them*
The good citizen gives allegiance to the ideals of democracy. He cherishes values which are consistent with the democratic way of life and bases his actions upon these values. He has respect for the dignity and worth of human personality. He has faith in man's ability to solve common problems through the process of thinking. He is concerned with the general welfare of all people; he believes that human culture belongs to all men. He is loyal to the principle of equality of opportunity for all people. All other qualities of the good citizen stem from and are a part of this primary quality.

2. *The good citizen recognizes the social problems of the times and has the will and the ability to work toward their solution.* The good citizen recognizes and endeavors to help in the solution of social problems; problems of race, religion, economics, and politics—problems of the role of government in relation

² See Chapter Fourteen, p. 353-66.

to the people; problems of the place of the United States in world affairs; problems of the equitable use of resources; problems of family, school, community, and neighborhood living.

3. *The good citizen is aware of and takes responsibility for meeting basic human needs.* The good citizen is aware of the importance of meeting basic human needs and is concerned with the extension of the essentials of life to more individuals. All people have certain basic human needs: the need to be free from aggression, domination, or exploitation; the need for love and affection; the need to belong to groups and to be accepted by others; the need to take responsibility in cooperation with others; the need for a level of living which provides for adequate health, housing and recreation; the need to have high standards of spiritual, ethical, and moral values. The failure to meet these basic human needs may result in the development of maladjustments which increase the intensity of social problems.

4. *The good citizen practices democratic human relationships in the family, school, community and in the larger scene.* The good citizen recognizes the interdependence of all people in family, school, community, national, and world relationships. He practices the kinds of human relationships that are consistent with a democratic society. He personalizes what happens to others, thereby earning respect and confidence. He develops his own ability to cooperate with others. He sincerely desires to help other persons. Through these practices, he builds good will as a resource for the future.

5. *The good citizen possesses and uses knowledge, skills, and abilities necessary in a democratic society.* The good citizen possesses and uses knowledge, skills, and abilities to facilitate the process of democratic living. He needs skills and abilities in reading, listening, discussing, and observing. He uses these skills and abilities in order to gain understanding of the present structure and functioning of society; the working principles of representative government; the impact of pressure groups; the operation of the economic system; the social stratification of the population; and the relationship of all these to the complex social heritage. With knowledge, skills, and abilities as a basis, the good citizen needs to become more proficient in civic action. (9, adapted)

Civic Education Project

The Civic Education Project, with headquarters at Cambridge, Massachusetts, is one of a number of valuable continuing organizations which the general concern for better citizenship education has brought into existence.* In one of its publications entitled *To Sustain and Strengthen Democracy*, this group states its purposes as follows:

The Project aims:

1. To fashion a program for the schools which will help them in preparing youth for citizenship in a democracy. And thus—
2. To make an essential contribution to a more consistent and effective national movement for civic education.

This broad purpose becomes more meaningful when expressed in terms of the specific civic objectives listed below, each of which calls attention to

* See Chapter Fourteen, p. 372-76.

a basic need, and each of which is stated in terms of what youth should be brought to know and feel and do if the workings of democracy are to be improved.

I. An adequate understanding of the democratic way of life and our representative system of government; and a wholehearted allegiance to both

II. An appreciation of the rights, protections, duties, and responsibilities which political democracy ensures and exacts

III. A keen interest in things political

IV. A determination to try always to vote intelligently, and to form thoughtful judgments about political issues and problems

V. An honest effort to help elect a larger number of superior political leaders

VI. An understanding of the place of law in our lives and the will to oppose delinquency in its observance

VII. A deep desire to increase intergroup understanding, respect, and good will

VIII. A grasp of the understandings and attitudes needed by citizens to make the American scheme of competitive enterprise work with maximum efficiency in our democratic society

IX. An understanding of the major features of the present international situation and an attitude of hope toward co-operation under peace and freedom

X. The will to translate into civic behavior the basic teachings of religion.
(4 7-8)

Members of the staff of the Civic Education Project were represented on the committee which prepared the similar list of objectives quoted on page 327.

National Council for the Social Studies

One of the excellent statements of what is meant by citizenship was developed by the Working Committee on Citizenship of the National Council for the Social Studies after submitting tentative criteria to 300 leaders in practically every field of American life. The report represents a carefully developed composite of the thinking of leading laymen as well as experts in the field of citizenship education. The following excerpts give only the topic sentences of the 24 sections:

The Good Citizen:

1. Believes in equality of opportunity for all people
2. Values, respects, and defends basic human rights and privileges guaranteed by the U. S. Constitution
3. Respects and upholds the law and its agencies
4. Understands and accepts . . . democratic principles as guides in evaluating his own behavior and the policies and practices of other persons and groups, and judges his own behavior and the behavior of others by them
5. Understands that in the long run people will govern themselves better than any self-appointed group would govern them

6. Puts the general welfare above his own whenever a choice between them is necessary
7. Feels that he has inherited an unfinished experiment in self-government which it is his duty and privilege to carry on
8. Exercises his right to vote
9. Accepts civic responsibilities and discharges them to the best of his ability
10. Knows techniques of social action (e.g., how to win support for desirable legislation) and can cooperate with others in achieving such action
11. Accepts the basic idea that in a democracy the majority has the right to make decisions under the Constitution
12. Assumes a personal responsibility to contribute toward a well-informed climate of opinion on current social, economic, and political problems or issues
13. Realizes the necessary connection of education with democracy
14. Respects property rights, meets his obligations in contracts, and obeys regulations governing the use of property
15. Supports fair business practices and fair relations between employers and employees
16. Assumes a personal responsibility for the wise use of natural resources
17. Accepts responsibility for the maintenance and improvement of a competitive economic system assisted and regulated when necessary by governmental action
18. Knows in general how other economic systems operate, including their political and social consequences
19. Knows about, critically evaluates, and supports promising efforts to prevent war, but stands ready to defend his country against tyranny and aggression
20. Is deeply aware of the interdependence of people and realizes that a good life can be attained only by the organized cooperation of millions of people all over the world
21. Understands cultures and ways of life other than his own
22. Cultivates qualities of character and personality that have a high value in his culture
23. Is a responsible family member and assumes his full responsibilities for maintaining the civic standards of his neighborhood and community
24. Recognizes taxes as payment for community services and pays them promptly. (8:154-60. Also 18)

Educational Policies Commission

Among the objectives of education which the Educational Policies Commission set out a few years ago in its *Purposes of Education in American Democracy* were "The Objectives of Civic Responsibility." The chapter devoted to this objective was summarized on a single page as follows:

Social Justice. The educated citizen is sensitive to the disparities of human circumstance.

Social Activity. The educated citizen acts to correct unsatisfactory conditions.

a basic need, and each of which is stated in terms of what youth should be brought to know and feel and do if the workings of democracy are to be improved.

I. An adequate understanding of the democratic way of life and our representative system of government; and a wholehearted allegiance to both

II. An appreciation of the rights, protections, duties, and responsibilities which political democracy ensures and exacts

III. A keen interest in things political

IV. A determination to try always to vote intelligently, and to form thoughtful judgments about political issues and problems

V. An honest effort to help elect a larger number of superior political leaders

VI. An understanding of the place of law in our lives and the will to oppose delinquency in its observance

VII. A deep desire to increase intergroup understanding, respect, and good will

VIII. A grasp of the understandings and attitudes needed by citizens to make the American scheme of competitive enterprise work with maximum efficiency in our democratic society

IX. An understanding of the major features of the present international situation and an attitude of hope toward co-operation under peace and freedom

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3. Respects and upholds the law and its agencies
4. Understands and accepts . . . democratic principles as guides in evaluating his own behavior and the policies and practices of other persons and groups, and judges his own behavior and the behavior of others by them
5. Understands that in the long run people will govern themselves better than any self-appointed group would govern them

and criticism. (c) Freedom of speech. (d) Freedom of the press. (e) The privilege of a public education.

III. *Rights to Life and Liberty.* (a) The right to life. (b) The right to liberty of person. (c) Freedom from slavery and involuntary servitude. (d) Freedom from unreasonable search and seizure.

IV. *Rights of a Fair Trial.* (a) The privilege of the writ of habeas corpus. (b) The right to bail. (c) The right to indictment by grand jury. (d) The right to a speedy, public, and fair trial: The right to counsel; the right to be tried in the district in which the crime occurred; the right to an impartial jury; the right to be considered innocent until proven guilty; the right to compel persons to appear as witnesses; the right to question all witnesses; the right of the accused or the witness not to testify against himself; the right to appeal for a new trial; freedom from double jeopardy. (e) Freedom from cruel and unusual punishment and from excessive fines.

V. *Freedom from Unjust Laws.* (a) The right to equal protection of the laws. (b) No law may abridge the constitutional rights and guarantees of persons. (c) No law may deprive any person of life, liberty, or property without due process of law. (d) No *ex post facto* law may be passed. (e) No bills of attainder may be passed. (f) Treason is specifically defined in the Constitution.

VI. *Social Responsibilities of the Individual.* (a) Develop personal integrity and act with moral courage. (b) Develop his talents and his skills in the fields of his interest. (c) Restrain the exercise of his rights so as not to harm the general welfare or violate the lawful rights of others. (d) In time of national emergency, accept the restriction or even the suspension of some of his rights and privileges in the interest of public security. (e) Give direct, unselfish service to his family, his community, and his nation. (f) If need be, take up arms in defense of his country. . . .

The Free Government

VIII. *Basic Political Beliefs.* (a) Men have the ability to govern themselves. (b) All power belongs to and comes from the people. (c) Public officials are responsible to the people. (d) The people have the right to reform, alter, or totally change their government by lawful means when they so desire. (e) Government has a responsibility to promote the general welfare. (f) Government should be by law duly adopted, and not by the whim of any man. (g) The church and the state should be separate.

IX. *Constitutional Checks on Governmental Power.* (a) The powers of government are distributed among the federal, state, and local governments. (b) The executive, legislative, and judicial branches of government are separate, each exercising its own powers. (c) These powers are so granted that certain powers of each branch act as checks on those of the other two branches. (d) The military forces are under civilian control of the executive branch and dependent upon the legislature for appropriations and manpower. (e) The terms of elective officers expire at regular times fixed by law; re-election to office, when permitted, is left to the discretion of the voters.

X. *The Right to Influence Government.* (a) The right to select representatives in government in frequent, certain, and regular elections. (b) The right to run for public office. (c) The freedom of assembly. (d) The right to petition government.

Social Understanding. The educated citizen seeks to understand social structures and social processes.

Critical Judgment. The educated citizen has defenses against propaganda

Tolerance. The educated citizen respects honest differences of opinion.

Conservation. The educated citizen has a regard for the nation's resources.

Social Applications of Science. The educated citizen measures scientific advance by its contribution to the general welfare.

World Citizenship. The educated citizen is a cooperating member of the world community.

Law Observance. The educated citizen respects the law.

Economic Literacy. The educated citizen is economically literate.

Political Citizenship. The educated citizen accepts his civic duties.

Devotion to Democracy. The educated citizen acts upon an unswerving loyalty to democratic ideals. (20:103)

Citizenship Education Project

The Citizenship Education Project of Teachers College, Columbia University, is finding guidance for its work in ideas drawn from the basic American documents and from major historical events which have shaped our nation.⁴ These ideas have been drawn up in the form of documented "premises" published in a pamphlet entitled *Premises of American Liberty*. The Introduction states:

This list of American Premises is the guiding light of the Citizenship Education Project. It was developed by the Project staff to serve as a criterion to which all its teaching practices and all its instructional materials could be related.

The outline below quotes the premises, omitting the documentation given for each sentence. The original pamphlet omits items VII, XII, XIX, and XXI, as being "current unresolved issues" rather than premises. The list follows:

The Free Individual

I. Basic Social Beliefs (a) Every person is of importance as an individual; his well-being is vital in itself. (b) All persons should have maximum freedom, consistent with the general welfare, to develop as they desire. (c) All persons should be considered as individuals and judged on their merit; their differences should be respected, their rights safeguarded. (d) All persons should possess equal rights and liberties. (e) The rights of any person should not be exercised so as to interfere with the rights of others. (f) The action of any individual or group must not endanger the welfare of the people or threaten the security of the nation. (g) Both competition and cooperation among individuals and groups are indispensable to the process of democracy.

II. Basic Social Guarantees. (a) Freedom of religion. (b) Freedom of inquiry

⁴ See Chapter Fourteen, p. 376-81.

or plant, may bargain with management. (d) Union members may strike and picket peacefully. (e) Neither business nor labor may use its organized power in restraint of trade. (f) Neither business nor labor may imperil the health or safety of the nation. . . .

The Free World

XX. *Premises Guiding Foreign Relations.* (a) The people influence the making and carrying out of foreign policy. (b) We are a politically independent nation, and we want to remain independent. (c) We are a nation in which the individual is allowed a large degree of freedom; we desire to retain unimpaired our individual rights and liberties; we believe that a large degree of individual freedom everywhere in the world offers the best hope of lasting peace. (d) We are a peaceful people and we work to rid the world of war and the threat of war. (e) We are a friendly people with no traditional enemies, and we want to have friendly relations with all people. (f) We believe that all the peoples of the world are entitled to freedom to develop in their own way. (g) Through the United Nations we hope to play an active and constructive part in the world community. (h) We favor the free and uncensored flow of ideas and information throughout the world. (3, adapted)

Synthesizing the Objectives

Close study of these various statements of objectives shows that they all propose to modify the development and growth of children and youth so that they will be able and eager to carry on democratic living and to improve it and extend it whenever possible. Young people so developed and so grown will have attained both understanding and knowledge; will have acquired beliefs, faiths, and loyalties; will have achieved skills in critical thinking and problem solving; and will have had practice in the technics essential for intelligent, effective, and happy participation in democratic living. Running thru these various statements is the idea of attempting to grow personality and character that have an affinity for democracy. One also notes that the statements recognize that knowledge by itself is not enough; that knowledge coupled with faith and loyalty is still not enough; that skill by itself or action by itself in conjunction with any of the others is not enough. Only when all four are blended so that each supports the other do we have the kind of person that civic education seeks to produce. The texts from which these quotations are extracted show that the authors have specific ideas about what should be sought under each of these categories. There is so much more of agreement than of disagreement that it is clear that we have many common ideas about what we want the results of civic education to be.

XI. *Political Responsibilities.* (a) The people have the responsibility to keep informed about public problems and the action taken on them by those in public office. (b) Vote at each election. (c) Accept public office when public interest requires it. (d) Voice opinions and demands directly to representatives in government. (e) In time of public emergency, serve as the government may direct. (f) Use democratic methods to achieve group agreement—conference, debate, compromise—and abide by the will of the majority; the majority should respect the rights and opinions of the minority. (g) Consider the common good before group and class loyalties. (h) Obey the law and use only lawful means to correct injuries. . . .

The Free Economy

XIII. *Basic Economic Goals.* (a) An increasing national productivity, made possible by technological development, that will lower the cost of goods and raise the standard of living. (b) The elimination of deep and prolonged depression. (c) The freest possible economic competition consistent with the general welfare. (d) Opportunity for full development. (e) Full employment under safe and healthful working conditions. (f) Fair pay. (g) Sufficient food, clothing, housing, and medical care. (h) Social security—protection against the basic hazards of existence such as old age, sickness, accident, and unemployment. (i) The opportunity to enjoy life—no one should be so hard pressed to earn the necessities of life that he cannot take part in "the pursuit of happiness."

XIV. *The Economic Guarantees of the Constitution.* (a) No one can be deprived of his property without due process of law. (b) No one can be enslaved or forced to labor involuntarily except as punishment for a crime. (c) No property can be seized for public use without giving the owner just compensation. (d) No tax can be imposed without the consent of the people, expressed through a majority of their representatives in government.

XV. *The Rights of Property.* (a) The individual may own and use land, houses, personal property, and money. (b) The individual may own natural resources and the means of production. (c) The individual may pass his property on to others of his own choosing. (d) No one may use his property in such a way as to conflict with the public health, safety, order, or interest.

XVI. *The Privileges of Individual Enterprise.* (a) The individual may start his own business and profit financially from its operations. (b) The individual may employ, discharge, and direct his employees providing he does not violate the law. (c) The individual may save, spend, or invest his money as he may desire. (d) The individual may make contracts with the assurance that they will be legally binding on all parties. (e) The individual may profit from his ideas and inventions, protected by patent and copyright laws.

XVII. *The Privileges of Individual Labor.* (a) The individual may work at any job he can obtain and keep. (b) The individual may leave his job whenever he so desires. (c) The individual may join a labor union.

XVIII. *The Privileges and Responsibilities of Economic Organizations—Corporate Enterprise and Organized Labor.* (a) Both may organize—business in associations and in corporations under state charters, labor in free and uncoerced unions. (b) Both may acquire financial power—corporations through profits and the sale of securities, unions by assessing members. (c) Unions, as the representatives of all or a specified group of workers in an industry

Some Ways of Evaluating Programs

The evaluation of even a simple activity or program is, however, never an easy matter. The evaluation of programs of citizenship education is much more difficult because the programs are so complex. If one were evaluating baseball players on their ability to hit home runs, he could at least start with a good idea of what a home run is. In every ball park there is an accepted agreement on the matter. If a fair ball cannot be fielded at all or fielded in time to prevent the batter from circling the bases, it is a home run whether it barely eludes the fielder's reach or goes clear out of the park. The method used in knocking home runs is not of great importance. Whatever method or style a player uses, if it works when a home run is badly needed, is a good method. Since the desired result is clearly defined and the outcome can be conclusively observed, it is relatively easy to evaluate the work of a baseball player as a producer of home runs.

But evaluating a program of citizenship education is entirely a different matter. If the reader accepts the broad concept of the term implicit in this Yearbook, which envisions American citizenship responsibilities as going out in concentric circles from the home to the international scene, and accepts the broad purposes reflected in the foregoing quotations, his idea of a good program of citizenship education may be quite different from what it would be if he held a narrower concept.

Then there is the question of what use to make of direct and indirect evidence of the worth of a program. The most direct evidence of the success of a program of citizenship education would be secured by establishing the fact that students who went thru the program were better citizens according to the concept accepted by the sponsors of the program than students who had not experienced it. If it can be established that the students who went thru the program possess the knowledge, attitudes, ideals, values, skills, and practical abilities which cause them to act or are likely to cause them to act as it is thought good citizens should, and if on observation they are found so to act, then it can be reasonably assumed that the program contributed to this result and, therefore, is succeeding. Such evidence is, of course, hard to get. It requires study of each student and focuses attention on him rather than on the program

All these statements of objectives, and concepts of citizenship reflect a general belief in the ideals set out by this Commission in Chapter Three. The variety of statements and the different forms they take do not obscure, from one who studies them closely, the general commitment to the "ideals we live by." One good way to consolidate the thinking behind these various statements is to repeat the key headings and sentences of Chapter Three, as a summary to this part of this chapter:

1. *Worth of Persons*: We hold that respect for the dignity and worth of human personality is the basic concept of American democracy.
2. *Freedom of the Individual*: We hold that men can and should be free.
3. *Government of Laws*: We hold that freedom under law is the essential condition of a free society.
4. *Sense of Justice*: We hold that in dealing with one another we should be governed by a sense of justice, good conscience, equity, and fair dealing.
5. *Capacity for Self-Government*: We hold that men have the ability to govern themselves
6. *Civic Participation*: We hold that the individual has a right to participate in decisions affecting himself.
7. *Love of Truth and Appeal to Reason*: We hold that men must entertain a love of truth supported by a rational evaluation of the evidence.
8. *An Informed Citizenry*: We hold that the citizen must be informed.
9. *Social Responsibility the Counterpart of Freedom*: We hold that "the price of freedom is its responsible exercise."
10. *Equal Opportunity*: We hold that each individual should have equal opportunity for self-realization.
11. *Brotherhood of Men*: We hold that men have the capacity to associate on a fraternal basis.
12. *The Right To Be Different*: We hold that men have the right to be different.*

Such a basic statement as the foregoing, or a parallel one, is essential to the process of evaluating any program of citizenship education. Without it, one has to guess at what were the purposes and objectives in the minds of those who developed and are using a program. The heart of the evaluation technic lies in determining the merit of a plan in the light of the purposes and goals of the planners. It is highly improbable, therefore, that any program of education for citizenship can be evaluated even by those who created it without a clear statement, preferably formed before the program was begun, of the concept of citizenship which the program is to serve.

* See Chapter Three, "The Ideals We Live By," p. 51-66.

perimental use because they were found to lead into studies of the reading materials dealing with citizenship problems and because they provided opportunity for students to put into practice some of the values, skills, and knowledge just as good citizens are expected to do. How the results are being measured is indicated by the following quotation:

Quantitative Measurements. . . . Four independent testing programs were administered to both the CEP and non-CEP classes to measure the effectiveness of the use of *laboratory practices* and other CEP materials:

Examination in Civics. . . .

Premises of American Government. . . .

Contemporary Problems Scale. . . .

Citizenship Survey. . . .

Judging from the results of the four tests described, it seems fair to say that in civic knowledge, attitudes, and awareness of civic responsibility, students who use their communities as laboratories in accordance with CEP suggestions and resources show improvements over those who are taught by the usual methods.

Qualitative Evaluation. In measuring the effects upon pupils of the CEP program the evaluation staff supplemented the evidence of objective tests by observational records of what was actually taking place in the classes. At first trained psychologists observed classes in the eight original collaborating schools. They took notes on student behavior, talked with the collaborating teachers, and gathered much pertinent information on such matters as teacher and student attitudes, background of students, and community reaction. Their notes were supplemented by tape recordings of class discussions. In June, 1950, members of the Evaluation staff held depth interviews with the collaborating teachers in the eight schools.

Data from these sources were compiled and analyzed, and a series of case studies prepared which analyzed the learning gained from specific *practices* and from the total program. The Evaluation Division developed from these data a number of experimental evaluation instruments intended to help students and teachers evaluate their own work and report their gains to the Project staff. Two of these—the Student Terminal Appraisal and the Teachers Terminal Appraisal—were selected for use in all collaborating schools for the school year 1951-52. (2:30-33)

The Detroit Citizenship Education Study

Recognizing that an abstract statement of political philosophy has to be broken down into specific learnings before there is much assurance that good citizenship is being learned, and recognizing that the evidences of learning lie in changed conduct and thinking, the Citizenship Education Study (see pages 328-29) undertook to aid the schools working with the Study experimentally by the publication *Understanding Democracy* (5). In this document certain "Aspects"

itself. We do need, however, in spite of the difficulties of getting it, all the direct evidence of adult conduct it is possible to get and those at work in this area of education are attempting to secure such direct evaluations of programs of citizenship education.

But we also need more immediate evidence of the success and failure of programs of citizenship education even tho this means dependence upon indirect evidence. Indirect evaluation of the soundness of these programs is somewhat easier to get and usually involves concentrating attention on a study of the program and the school rather than on the student only. If the program gives evidence of having the scope and characteristics considered essential to teaching good citizenship; if the school seems to be the kind of setting or environment in which good citizenship would be encouraged and practiced, it can be assumed that from the citizenship-education angle the program and school are good. Such indirect evidence is not as reliable as direct evidence, but it is somewhat easier to secure: it can be secured without a long delay and tends to establish whether or not the school is making an honest effort to check up on its efforts to produce good citizens and is, therefore, often relied upon. Obviously, both direct and indirect evidence of the effectiveness of programs of citizenship education should be sought and both the schools and other organizations devoted to the improvement of these programs are seeking means of securing better direct and indirect evidence on their worth.

Publications of groups that have tried to evaluate programs of education for citizenship show that evidence of success is being sought in studies of the students involved, in studies of the scope and nature of the program itself, and in studies of the character of the whole school as a social environment favorable to the attainment of the goals of citizenship education. As illustrative of some of the current efforts at evaluation, several examples of these types of procedures have been extracted from various publications for inclusion here.

The Citizenship Education Project

The Citizenship Education Project (see pages 332-35) has developed a series of "laboratory practices" which it proposes for use as the basis of a program of education for citizenship (1). These are activities to be carried on by students. They were selected after ex-

Aspect 4.—Participation of the people in the government.

Criteria—Pupils should believe that democracy requires the fullest possible participation of the people in government, but this does not necessitate direct legislative action by the people nor does it reject the use of representative government.

Manifestations—(a) Do pupils believe that it is important that everyone should vote? (b) Do pupils believe that everyone should be interested in knowing what the government is doing? (c) Do pupils believe that democracy works best when there is the fullest participation by the people but this does not mean that all the people must make all the laws? . . .

Aspect 7.—Faith in democratic government.

Criteria—Pupils should believe that democratic government is the best possible form of government and should have faith that by means of the democratic process, man is entirely capable of dealing with the most profound and disturbing social and economic issues which may arise.

Manifestations—(a) Do pupils believe in and feel loyal to the democratic form of government? Do pupils defend democracy in opposition to other forms of government? (b) Can pupils express their feelings of loyalty to the democratic form of government? (Articles in school paper, free writing, poetry, creeds and codes, graphic presentations, development of assembly programs, music, dramatizations, radio skits.) (c) Can pupils verbalize regarding what democracy means to the individual and to the group? (Freedom of press, freedom of religion, freedom of speech, and others.) (d) Do pupils act on their democratic beliefs and express these beliefs in action in the classroom and in the school? Do pupils believe that the democratic form of government is the best form ever devised by man? (5, adapted)

The Detroit Study laid great stress on the fact that increasing maturity of children and youth changes the behavior which may legitimately be expected. In an effort to indicate to teachers what were practical expectations for children and youth of school ages, the Study undertook to consider the characteristics and needs of child growth and development. Illustrative of this plan of evaluation is the following quotation from *Democratic Citizenship and the Development of Children*:

In a democracy, public schools should be effective means for developing democratic citizens. School experiences for aiding boys and girls in their growth as democratic citizens should be selected in terms of the growth and developmental characteristics of children at different age levels. The problem that confronts one who tries to determine whether the many activities of the school contribute to the development of democratic citizens is a difficult one. The difficulty arises in part from the fact that there are many activities in a school, all of which make up a total school situation which may or may not produce good citizens for a democracy.

In evaluating a school and its programs, it seems wise to look at its many parts and to do so in the light of criteria from a two-fold point of view: Does the activity contribute to democratic living? Is it consistent with what

of citizenship are stated. For each aspect, "Criteria" were developed and probable "Manifestations" were listed for the teachers to watch for in their efforts to evaluate results. An idea of these methods can be gotten from the following quotation from this publication:

Schools frequently encounter this difficulty of implementing their philosophy relative to democratic values. Articles in current periodicals devoted to education proclaim the virtues of democracy and exhort the schools to increase their efforts to achieve more adequate democratic citizenship, but in too few articles is there a realistic analysis of the actual meanings of democracy and their relationship to specific practices and procedures used in the schools. . . .

In an attempt to provide a tentative framework for four schools participating in the Citizenship Education Study, the authors organized the more commonly accepted specific ideas and values included in the meaning of democracy into a rather comprehensive definition. . . .

In this analysis of democracy four major categories were used:

- A. Dignity and Worth of the Individual
- B. Man Can and Should Govern Himself
- C. Understanding Democracy's Privileges and Their Attendant Responsibilities
- D. The Use of the Method of Intelligence in Solving Problems

Under each of the four major categories specific ideas were identified and listed as *Aspects*. Each Aspect was then described by value statements called *Criteria*.

Such a presentation, even though it does include the values involved, is still rather theoretical. An attempt was made to illustrate more specifically by indicating manifestations of belief and behavior consistent or inconsistent with the value system as indicated by the Criteria. These were listed in the framework under the general heading *Manifestations*. These Manifestations were intended to be helpful in reducing the concepts or ideas to classroom situations, for it is only as pupils know, test, accept, and act upon the concepts that there can be "a growing commitment to the democratic values." (5:2-3)

In this report, the discussion of each of the four major categories is subdivided into from five to seven *Aspects*, *Criteria*, and *Manifestations*. Excerpts from the development of the second category, "Man Can and Should Govern Himself," are reproduced as an illustration of this type of evaluation:

Man Can and Should Govern Himself

Aspect 1.—The inalienable right of man to govern himself.

Criteria—Pupils should believe that a basic premise of democracy is that the people have an inalienable right to govern themselves.

Manifestations—(a) Do pupils believe that man has an inalienable right to govern himself? (b) Do pupils understand the difference between a government whose powers are derived from the consent of the governed and other theories of government such as a belief in the Divine Right of Kings? . . .

Aspect 4.—Participation of the people in the government.

Criteria—Pupils should believe that democracy requires the fullest possible participation of the people in government, but this does not necessitate direct legislative action by the people nor does it reject the use of representative government.

Manifestations—(a) Do pupils believe that it is important that everyone should vote? (b) Do pupils believe that everyone should be interested in knowing what the government is doing? (c) Do pupils believe that democracy works best when there is the fullest participation by the people but this does not mean that all the people must make all the laws? . . .

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In a democracy, public schools should be effective means for developing democratic citizens. School experiences for aiding boys and girls in their growth as democratic citizens should be selected in terms of the growth and development of mental characteristics of children at different age levels. The problem that confronts one who tries to determine whether the many activities of the school contribute to the development of democratic citizens is a difficult one. The difficulty arises in part from the fact that there are many activities in a school, all of which make up a total school situation which may or may not produce good citizens for a democracy.

In evaluating a school and its programs, it seems wise to look at its many parts and to do so in the light of criteria from a two-fold point of view: Does the activity contribute to democratic living? Is it consistent with what

may be expected of boys and girls at their maturity level? In order to use such a pattern for the evaluation of a school and its specific practices, both a definition of democracy and a summary of information about child growth and development are necessary. This framework gives both of these. . . .

Democracy is a way of living. Even though we live in a democracy, few of us have made more than a slight analysis of its meaning. Today, the ever-increasing complexity of our society is forcing us as citizens and as leaders in developing citizens, to make up our minds as to the meaning and scope of democracy. The committee has, in this section, attempted to make such a definition by developing criteria for evaluating democratic living. . . .

In developing an understanding of democracy and in providing situations in which children may grow in the practices of democratic living, it is necessary to consider characteristics and needs of child growth and development. The way in which kindergarten children manifest democracy is different from that of seniors in high school. . . .

Therefore, in order to know what we may expect of people on various age levels, we must know what these people are like and what they need physically, socially, emotionally, and intellectually. (28:5, 7, 14)

The *physical, social, emotional, and learning* (intellectual) *characteristics and needs* of children and youth of 6-8, of 9-12, of 13-15, and of 16-18 years of age respectively, are tabulated in this publication. The example that immediately follows is an excerpt showing for ages 6-8 some of the items listed under *social characteristics* and some under resulting *social needs*. Each of the four types of characteristics (physical, social, emotional, and intellectual) and the corresponding needs for each of the four age groups are set out in the original from which the following lines are quoted:

Social Characteristics—6-8 years

1. Motor skill plays an important part in being accepted by child social groups.
2. Are more interested in peer groups than in family group.
3. Form short-lived changing groups. . . .
6. Begin to show group loyalty—"us kids." . . .
9. Style of clothing, activities, language, and ideas are set by the group and are followed slavishly by its members. . . .
16. Accuse adults of being too bossy, too strict, not fair, and resist adult control.
17. Want group acceptance so much that they will ignore behavior codes set up by adults. . . .

Social Needs—6-8 years

1. To work in small groups. . . .
3. To feel that they belong to the group
4. To recognize own role in relation to others.
5. For prestige in group; size and skill are important factors. . . .

8. To recognize difference between own and others' property.
9. For girls, to have play identifying with mother roles; for boys, to have rough games.
10. To gain skills in personal care. (28:18, 20)

Evidence of the success of a school's program of citizenship education is to be found not only in observing the behavior of individual students but also in a study of group life in the school. This is emphasized in the Citizenship Education Study's effort to encourage school faculties to study school activities and to evaluate them in terms of the ages of the children involved and the concepts of democracy which the school is trying to stress. On this point, *Democratic Citizenship and the Development of Children* has the following to say:

Evaluation [of a school's program or any of its activities] is to be done by the school and particularly by the group of people who are working with the activity. In using the material for that purpose, the following procedures are suggested:

A. In evaluating a specific activity

1. Select from the section on "Criteria for Democratic Living" those criteria to which the activity is expected to contribute.
2. Select from the section on "Developmental Characteristics and Needs of Boys and Girls" those characteristics applicable to the activity and those needs which the activity may reasonably be expected to meet.
3. Select the evaluation means which will help to determine the degree to which the activity meets 1 and 2 above.
4. In the light of the evidence, judge the value of the activity.

B. In evaluating a total school

1. After reviewing the data on the activities which make up the total school, determine which areas of democratic living are not being met by the present school program. From such a review, decide whether new activities should be added and whether present activities need revision.
2. A review of these data will also determine whether activities are consistent with characteristics of each age group and whether the needs of each age group are being met. It will also show whether, from the point of view of characteristics and needs, new activities are needed or whether those already in existence need revision.
3. In determining extension or modification of a school program, it should be recognized that there are some criteria and needs which cannot be met by a school. (28:34-35)

This document goes on to give examples of how this plan can be applied to (a) a specific school activity—a student council, and (b) individual and group problems.

The Kansas Study of Education for Citizenship

An extensive program of tests was used in the evaluation of the 1951-52 activities in 25 classes cooperating in the Kansas Study of Education for Citizenship.⁶ The methods followed were summarized as follows:

Each class in this investigation took tests of knowledge of content and of facility in study skills, an inventory of civic attitudes, and a checklist of habits of obtaining information. The instruments used were selected by teachers and administrators from the participating schools.

Each class took the appropriate battery of instruments in the fall and again in the spring. In addition, during the second semester each of these classes was given one administration of a reading test, the *Bell Adjustment Inventory*, a social class attitude inventory, a pupil reaction checklist, and the *P.E.A. Interest Index*. Sociometric groupings in which students selected other students with whom they would like to work were made at least twice in all classes. Other data were obtained from school records, from teachers, and by observation. (29:6-7)

Instruction in the Social Studies

Suggestions for less formal evaluations of the character and results of classroom teaching in the field of citizenship can be found in many recent curriculum bulletins that deal primarily with the social studies.

Los Angeles—For example, the Curriculum Division of the Los Angeles City Schools in a recent outline course of study for English-Social Studies in Grade IX, included the following self-evaluation list for use by pupils:

<i>Evaluation: How Much Have I Grown Up in the World This Semester?</i>	
<i>Outline</i>	<i>Suggestions of "Things To Do"</i>
A. Do I enjoy a richer personal life?	List ways to improve next term
— by practicing good habits and basic skills	
— by discovering new abilities and personal worth	
— by enjoying new experiences on my own and with others	Name new friends met in literature and music
— by seeing worth in all peoples	
— by discovering a personal philosophy	
B Am I learning to participate effectively in social situations?	List ways responsibility has been taken—at home, at school, and in the community
— by taking part in activities and plans of others	

⁶ See Chapter Fourteen, p. 149-151

<i>Outline</i>	<i>Suggestions of "Things To Do"</i>
— by getting to know people as friends and consider how they may feel	Describe an incident of helpfulness to others
— by listening	
C. Am I ready to meet responsibilities at home and in the world today?	Take part in Red Cross, CARE, etc.
— by recognizing the needs at home and in the community	Contribute time and effort in service to others
— by making the effort to help	
— by facing responsibility squarely	
D. Have I begun to recognize economic factors which affect living?	Illustrate a map showing world resources
— by learning how to use resources wisely	Collect pictures of all peoples
— by discovering the needs of world peoples and how they can be met	
— by making plans for future work	Write a letter to a new friend overseas. (14:38)

Stockton—A Stockton Schools publication closes with characterizations of six levels of social studies teaching. Level I (lowest) and Level VI at the other extreme are used here as examples of how one school system offers help to local teachers in evaluating their own classroom instruction:

Level I

- A. Subjects taught unrelated
- B. History, the study of events in chronological order
- C. Geography, the study of locations and products
- D. Citizenship, unrelated abstract teaching
- E. Science, unrelated
- F. Complete teacher control
- G. No diagnostic or remedial work
- H. No provision for individual differences
- I. No subject correlation
- J. No application
- K. Textbooks sole source of authority
- L. Child discouraged from contributing from experiences
- M. Assignments are pages in textbook

Level VI

- A. Complete integration of subject organization
- B. Work organized about large fields of endeavor
- C. Experiences set up for study are socially valuable
- D. Children's needs considered in planning experiences
- E. Teacher-pupil cooperation in planning
- F. School experiences grow out of present situation
- G. Classes are socialized

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- A. Do I enjoy a richer personal life?
 — by practicing good habits and basic skills
 — by discovering new abilities and personal worth
 — by enjoying new experiences on my own and with others
 — by seeing worth in all peoples
 — by discovering a personal philosophy
- B. Am I learning to participate effectively in social situations?
 — by taking part in activities and plans of others

Suggestions of "Things To Do"

List ways to improve next term

Name new friends met in literature and music

List ways responsibility has been taken—at home, at school, and in the community

* See Chapter Fourteen, p. 369-72.

the goals established during the pupil-teacher planning period. He should demonstrate an ever increasing willingness and ability to accept and carry out responsibilities both individually and cooperatively. Evaluation should be made in terms of increased knowledge and improved habits, attitudes, behavior, and skills commensurate with the ability of each individual to achieve. (11)

Port Arthur—Each of the 13 volumes of the Port Arthur, Texas, curriculum bulletins in the social studies contains extensive suggestions on evaluation. One statement is common to all the bulletins, a single page which defines the process of evaluation, urges that pupils as well as teachers participate, and emphasizes the point that evaluation goes beyond the mastery of content. To be comprehensive, evaluation must also be applied to patterns of behavior.

Each of the seven elementary-school bulletins (Kindergarten and Grades I thru VI) contains a section on evaluation which follows this outline:

Evaluation

A. By the pupil (of himself and the group)

Purpose

Technics (informal day-by-day discussion during work period, at end of day; suggested questions "Why have we enjoyed working today?" "Was I helpful at clean-up time?" "Did I let others make suggestions?" etc.)

B. By the teacher (of the individual and the group)

Purpose

Technics (daily observations, records, objective tests, library reading lists)
Methods of recording (anecdotal records, keeping samples of work, using check lists and line graphs—four pages of examples given, sociometric tests)

C. By the teacher (of herself)

Information from daily observations

Daily or weekly diary of actual happenings

Study of check lists and graphs

Self-interrogation ("How many times today did I make decisions for the children?" "Do the children work to please me, or to get work done which they consider important?" "What responsibilities did the class or individuals in it carry alone today?" "What working and learning situations during the day gave the children the greatest chance to share with each other?" etc.)

Culmination activities

Teachers' meetings. (23:38-51, adapted)

The suggestions for evaluation in Grades VII to XII in the Port Arthur bulletins are contained in a section entitled "Techniques of Working with Students." Specific suggestions are offered under each of the following headings:

- H. Drills are motivated
- I. Material is based on need
- J. Class work is richly supplemented
- K. Children trained to think about social questions and institutions
- L. Children taught to see the connection of social problems with economic, social and spiritual relations of man
- M. Attempts are made to develop concern for improvement of community
- N. Racial-religious, national and social tolerance cultivated
- O. Leisure time interests expanded
- P. Practice in the ability of self direction given
- Q. Self-control and initiative developed
- R. Ability to work with others developed
- S. Community interest and projects are utilized
- T. The textbook supplemented by a rich variety of other reading
- U. Teacher and pupil experiences utilized
- V. Individual is served through the use of individual material
- W. Application is made for participation in social and community projects. (27, adapted)

Indianapolis—Another suggestion for evaluating classroom teaching of citizenship thru the social studies comes from Indianapolis:

The evaluation of a social studies unit is made in terms of the constructive changes in the knowledges, attitudes, and understandings reflected in the behavior of pupils. Such questions as the following based upon the objectives sought will help the teacher evaluate the unit:

1. Has the pupil acquired the factual knowledge pertinent to this unit?
2. Has the pupil increased his ability to use certain skills, such as (a) Finding and organizing research material? (b) Planning and presenting oral and written reports? (c) Reading and thinking critically? (d) Using new vocabulary effectively?
3. Does the pupil show increased ability in thinking through a problem or situation?
4. Has the pupil developed an inquiring or investigating attitude?
5. Does the pupil show a greater ability to act wisely and cooperate in a social situation?
6. Does the pupil show a willingness to share ideas and materials with others in the group?
7. Was the pupil challenged by the activities of the unit?
8. Has the pupil developed an interest that will prompt him to carry on voluntary activities both inside and outside of the classroom?
9. Has the pupil increased his understanding and appreciation of what it means to be a citizen?
10. Has the pupil increased his ability willingly to accept responsibility to the group and to himself.

Many evaluating devices may be used by the teacher such as teacher-made oral or written tests, standardized tests, observation of pupils in dramatic interpretations, and pupil growth in desirable habits, attitudes, and behavior as exemplified both in the class and in extra-class activities. Each pupil should be encouraged to evaluate his own progress and achievement in relation to



Part of the Doena School-Community Council, Jefferson County, Ala.

In countless ways the community may help to shape the program of education for citizenship.

1. Judging a good class discussion
2. Evaluating critical thinking thru panels, debates, forums, and class discussions
3. Judging the presentation of a panel discussion
4. Listening to and judging individual oral reports
5. Preparing written work (seven suggested questions for self-evaluation by pupil)
6. Committee work (standards for organizing and for individual participation)
7. Planning interviews and excursions. (24:31-39, adapted)

More than the social studies required—The foregoing examples of evaluation apply to class situations which chiefly involve social studies. It is, therefore, advisable to caution against too great a dependence on the social studies alone as a means of citizenship education. The evidence is that, while they are an indispensable part of a good program of citizenship education as currently taught, they cannot be expected to carry the major part of the burden. The Kansas Study referred to above includes in its closing chapter the following observations:

In so far as content is concerned, the senior high school social studies program is geared to serve those gifted with a taste for academic work. . . . Except for a few . . . our classes did not make gains in organizing or interpreting facts. . . . Social studies work in the senior high school does not seem to have a great effect in changing attitudes. . . . In general we were not interesting our students in public affairs. . . . At all levels [grades], we face the problem of developing desirable attitudes. . . .

At all levels, we found social studies classes making progress in learning facts. However, there seemed to be two kinds of situations where progress may not have been taking place. The first was that in which the course content was not pitched beyond what had already been achieved by students. This is apparently most likely to occur in the transfer from the elementary school to the junior high school. This could be prevented through close cooperation in curriculum development when that is possible and through pre-testing in the fall which would give evidence of pupils' previous achievement. The second situation involved the poorer students in the senior high school. We have seen that in both government (problems) and in American history courses, it was the better students who made the greatest progress. Apparently some people were being left behind. . . . We did not find subject-matter appropriate for or did not successfully relate our subject-matter to the lives of the less academically minded of our students. . . .

It is also important that there be articulation from grade to grade; that there be agreement in a school as to the skills to be cultivated so that their development is carried forward year by year. Otherwise skills are emphasized one year and dropped another, and continuous progress is not made. .

quoted below deals with citizenship. The original article listed 22 desirable characteristics if a high school is to meet the citizenship need; only the first six of the 22 items are listed below. Used as a checklist, each item is to be rated on a five-point scale from "very inferior" to "very superior."

Imperative Need Number 3

All youth need to understand the rights and duties of the citizen of a democratic society and be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.

1. The school bases its program of citizenship education on the values to which American democracy is committed and on a continuing study of civic, social, and economic problems in our society.

2. The school and community provides for equal educational opportunity for all young people as one practical demonstration of the rights and duties of citizens in a democratic society.

3. The school provides opportunities for pupils to practice with the tools of citizenship: group discussion, the ballot, representative government, techniques of inquiry, group action, etc.

4. The school provides opportunities for pupils to develop skills in defining issues, in gathering and sifting information, in appraising possible solutions, and in proposing plans of action.

5. The school provides opportunities for pupils, appropriate to their maturity and experience, to observe, study, and evaluate the political, social, and economic conditions of their own community and the larger social scene.

6. The school interrelates the study and the active experience of its pupils in civic enterprises. (25:19)

Educational Policies Commission

At the close of *Learning the Ways of Democracy* the Educational Policies Commission included a chapter which seeks to help schools in studying and improving their programs of education for democratic citizenship (19:379-478). The chapter proposes six areas which should be considered and describes three levels of excellence with reference to each of the six areas. The heart of this evaluative technic is illustrated by the following quotation:

This brief chapter is offered as a guide to the study and improvement of schools with reference to their work in developing among young people an intelligent and active loyalty to American democracy

Three Levels of Excellence

We begin by identifying three levels of excellence.

First, there is the *routine level* of schooling. Most of its procedure is determined by tradition. . . .

When students have a limited contact with current materials, planning work so that the use of a variety of materials is not left to chance can contribute a great deal to student use of these materials. Thus, if we want students to utilize newspaper editorials, radio programs on public affairs, and magazines, we must see that reading and listening to these materials is called for by our course work and that the results are made use of in class discussions and other activities.

Finally, we must be more concerned with getting students interested in public affairs. We must get more students to see that work in our social studies classes is a part of their life as citizens and not simply a part of their life as students. To the student, of course, it is inevitable that he should feel that he has many more immediate concerns—a job, marriage, and the like—than citizenship, yet, if our training in high school is not to be lost, we must find ways of bridging the gap between school and adult life as a citizen of the community and of our nation. Field trips, interviews with local officials, and the study of local problems (such as property evaluation, in which the student's family has an interest . . .) offer promise of stimulating interest in civic affairs.

Perhaps the general insight into improving instruction which our study provides is that of the need for and value of planning—specific planning. There is little evidence in our research of much generalized or much concomitant learning. The learning we want won't happen unless it is provided for. . . . Careless work in either building or teaching courses will result in poor achievement. The development of superior educational programs requires identification of what is to be learned, planning experiences through which to achieve these things, and evaluating the results to ascertain the extent to which we are successful. Each evaluation should suggest to the teacher areas of work where additional effort is desirable. Through repeated evaluation and curriculum work excellent courses can be built and increasingly effective instruction given. (29:48-51)

This would seem to make it clear that unless social studies instruction is carefully planned on the basis of what is to be learned, enriched by the use of community resources and school materials and activities, and constantly evaluated and refined, many of the outcomes which are of major importance in an effective program of citizenship education will not be effectively achieved. Level VI in the Stockton quotation (pages 345-56) gives many examples of the planned enrichment which is so essential.

National Association of Secondary-School Principals

In *Planning for American Youth* the National Association of Secondary-School Principals set out "ten imperative needs of youth" which ought to be taken into account in education (17). Subsequently Ransom undertook to develop a checklist of characteristics one should expect to find in a high school that was actually meeting each of these needs with any degree of success (25). Need Three as

nity. It suggests plans by which the community as well as the school itself can evaluate the citizenship education its children and youth are getting.

The local program of education for citizenship includes not the school alone but the home, the church, the various civic and social organizations. The school is, however, the one agency with trained personnel that is charged formally with the responsibility for developing the educated citizen. When a local community seeks to improve its education for citizenship program, an essential task to be performed is that of evaluation. (15:32-51)

The Michigan report describes and quotes at length from a privately published inventory for measuring citizenship education in a public school (10). The purpose of the inventory is not only to give objectivity to a particular area of education, but also to motivate discussion and improvement and indicate needed changes in program. It includes the major practices in citizenship education as suggested by more than one hundred schools in the United States. These many items have been divided into the six areas of citizenship education outlined by the Educational Policies Commission.

Twelve nationally-known specialists in the field of education for citizenship evaluated the items and a scoring value was assigned to each. Entering the total scores for each area on a "profile sheet" at the close of the inventory gives a graphic picture of the extent that good citizenship practices are present in the school program, in terms of the judgment of the 12 educators. Two of the 10 items under Area E, Community Activities, are quoted on page 354 as an illustration of this method of evaluating a school citizenship program.⁷

Initiating Programs of Evaluation

This chapter thus far has tried to show what some schools have done to clarify their goals in civic education and the plans they then used to estimate the success of their programs. Local educational leadership bears the principal responsibility for helping school communities to make intelligent evaluations of their programs of citizenship education and, on the basis of these evaluations, to set about improving them. This brings into attention a number of pertinent questions to raise in any program of evaluation:

⁷ Quoted by permission of the author, Theral T. Herrick, Director of Curriculum, Public Schools, Kalamazoo, Michigan. See Reference 10.

Second, there is *the imitative level* of schooling. At this level the school is determined to depart from routine and to discard tradition. It therefore looks about for some other school that has likewise broken its shackles, and follows eagerly along the same path. . . .

Third, there is *the constructive level* of schooling. Here, too, the despotism of venerated usage has been dethroned. In its place there has been raised a new standard, not the standard of the current average, but the standard of experimental success. . . .

Six Areas of Citizenship Education

For the purpose of examining civic education programs, a classification of school activities similar to that used in this volume is suggested. Thus one may recognize the following six areas.

1. *The course of study*—What is taught about democracy
2. *The teaching methods*—Classroom experiences in democracy
3. *The student life*—Democracy outside the classroom
4. *Community activities*—Participation of school youth in the civic life of the community
5. *School administration*—Democracy in policy-making
6. *Evaluation of results*—Testing the achievement of democratic citizenship.

A school may be functioning at the routine level, at the imitative level, or at the constructive level in each of these six areas.

Our plan of analysis now begins to take form:

		C. Routine level	B. Imitative level	A. Constructive level
1. Course of study	C1	B1	A1
2. Teaching methods	. . .	C2	B2	A2
3. Student life	. . .	C3	B3	A3
4. Community activities	. .	C4	B4	A4
5. School administration	. .	C5	B5	A5
6. Evaluation of results		C6	B6	A6

How may a particular school be located within this plan? We shall ask a few illustrative questions to define the eighteen categories which are provided for by the six rows and three columns of the above chart. (19:463-65)

The chapter lists a number of questions which are helpful guides in deciding the "level" of a given school with reference to any "area" of citizenship education.

Michigan State Department of Public Instruction

A comprehensive and practical plan by which a school may evaluate its program of citizenship education is contained in Michigan's *Educating for the American Way of Life*. This publication approaches the problem from the point of view of the school commu-

1. What has been done to develop a constructive approach to citizenship education?

Numerous persons and groups in most communities are concerned and sometimes worried about the citizenship education of their youth. This concern may manifest itself in destructive comments and criticisms—even in “attacks” on the schools. Such a negative approach is likely unless channels are opened for constructive participation in efforts to improve the program. Unless such participation is provided for, we may not expect changes in the program of citizenship education to contribute much to the better realization of its objectives.

2. What has been done to sensitize the school community (staff and laymen) to the fact that the ultimate evaluation of a program of citizenship education is to be found in the *changed behavior and conduct of youth*?

Laymen quite naturally tend to judge a citizenship education program in terms of the amount of history—especially American history—and civics being taught. They may find fault with youth's behavior but they think the remedy lies in more work in history and civics. These and related studies are essential in citizenship education as previous chapters have emphasized. However, unless they are reinforced by many other school practices that have as much effect on civic conduct as even well-taught history and civics courses—or even more effect—the possibility of fundamental improvement in the civic education program is severely limited. The point is that merely knowing about democracy and civic duty and actually being a good citizen are not as closely related as we would like to hope.

3. Does the school community actually accept the growth of all children and youth into good citizens as one of the most important goals of public education or does it still think that good citizenship is an inevitable and practically automatic byproduct of any program of education?

It is easy for laymen and even teachers to assume that most people with an education are better citizens than they would have been if uneducated and hence all that is necessary to do is to keep children and youth in school as regularly and as long as possible. They have to come to see that being a good citizen has to be taught just as specifically and directly as being a good typist or a good doctor. Merely

Area E—Community Activities

(Participation of the youth in the civic life of the community)

Directions for Evaluating Area E

- 1—Encircle the one number in column 1 through column 5 that best describes your practices.
- 2—Multiply this encircled number by the number in column 6
- 3—Enter the product in column 7
- 4—Add the scores in column 7 for all the practices in Area E and enter these in the score box for Area E.
- 5—Directions for converting the Area score into profile rating will be found on the profile sheet at the end of the inventory.

	1	2	3	4	5	6	7
	Never	Rarely	Sometimes	Frequently	Invariably	Value Judgment	Score
1. Are the students in your high school learning about the social and economic conditions of their community by participating in and studying about the community activities which are vital to their interests and appropriate for their level of maturity?	0	1	2	3	4	X 4	
2. Are the following community activities used to accomplish the above objective?							
a. Community councils?	0	1	2	3	4	X 2	
b. Recreation councils?	0	1	2	3	4	X 2	
c. Survey of community resources?	0	1	2	3	4	X 4	
d. Community exhibits?	0	1	2	3	4	X 2	
e. Community histories?	0	1	2	3	4	X 2	
f. Community interviews?	0	1	2	3	4	X 2	
g. Clean up campaigns?	0	1	2	3	4	X 2	
h. Community excursions?	0	1	2	3	4	X 2	
i. Community movies and slides?	0	1	2	3	4	X 3	
j. Delinquent problems?	0	1	2	3	4	X 2	
k. Local government?	0	1	2	3	4	X 3	
l. Occupational survey?	0	1	2	3	4	X 3	
m. Radio programs?	0	1	2	3	4	X 2	
n. Survey of community needs?	0	1	2	3	4	X 3	
o. Work camps where young and old can work together on community problems?	0	1	2	3	4	X 1	
p. Encouraging adult members of the community to register and vote in all elections?	0	1	2	3	4	X 2	
Total							

Even when adults accept rather freely the desirability of responsible student participation in controlling school affairs, they often want to shut youth out of community affairs as too immature for such matters. Children and youth are not as immature as many adults fear—or hope. They have more ability to share in the work of the home, the church, the community, and the school than many believe. Moreover, without the experience of beginning to learn to do this work at early ages, they always will be more immature—age for age—than they should be. The community is full of good possibilities for learning to be good citizens and adults in the community have the responsibility of helping to teach children and youth thru shared community experiences. Without this type of experience citizenship education in a community is not as effective as it could be.

7. Does the school community agree that if children and youth are to learn to be as good citizens as it wants them to be, the whole community environment with which they come into contact must be such as to augment and reinforce the learnings the school is trying to achieve?

Children and youth learn and live in the community outside the school as well as within the school. The total of their civic learnings is the algebraic sum of the plus and minus learnings of their total experience. Until communities are willing to endeavor to make all aspects of community life touched by children and youth be good for them, they need not be surprised if even with a good school program of civic education, their older youth are not as good citizens as they hoped they would be. Evaluation of citizenship education in a community should cover nonschool aspects of child and youth life as well as the school's program.

8. What has been done to provide the school's staff and the community with leadership in curriculum improvement in citizenship education?

The more concern the school community feels about its citizenship education program and the greater the local demand is that something be done about it, the more urgent it is that someone with time and training be in a position to guide the thinking of the school community in the area. Wherever there is a demand for action, leadership will emerge and if good leadership is not available, poor leadership will move in to fill the vacuum.

being in attendance or even getting good school marks in a variety of subjects is no guarantee that the needed level of civic competence is being attained.

4. Does the school community realize that the character and tone of student life and activities are most important elements in a program of citizenship education or does it regard these as "frills" that children and youth enjoy but that actually interfere with the work of the school?

In most communities there are some laymen and some school people who are actually opposed to most student activities or at least regard them as necessary evils. These people tend to consider only what goes on in the classroom as education and write off any non-classroom experiences as unimportant to learning. Evidence of the importance of the tone of student life cited in this Yearbook needs to become better known in many communities so the school will be free to develop and use better student-life programs as an element in their citizenship education programs.

5. Does the school community recognize that both in the classroom and in student activities, the degree of *responsible* student participation developed is of the utmost importance in a school's program of citizenship education?

Many lay citizens expect students to learn best if they listen most. Their concept of a good student is one who is a quiet, submissive, passive listener. They expect citizenship to be learned by being read and heard about. They fail to recognize that skills and attitudes are as essential as factual knowledge. They therefore underestimate the importance of having the learner actively engaged in what he is learning. They, as well as teachers, fail to recognize the importance of *responsible* participation. If children and youth are to carry the responsibilities of citizenship, they have to begin learning to do so—and get the habit of doing so—somewhere and sometime. The best time to start is at an early age, both at home and at school. Participation without responsibility is only half participation.

6. Does the school community realize that children and youth of various ages can and should carry a much larger share of responsible participation, not only in school affairs than they often are allowed to, but also in community affairs as well?

11. What has been done to provide opportunity for all students to follow the daily developments in world and national affairs instead of following the older practice of providing a weekly period for a few students enrolled in only certain subjects?

A number of years ago schools introduced "current events" into history courses. This practice led to a more general use by large numbers of schools of the weekly current events papers and magazines published especially for school use. The rapid sweep of events today makes this weekly period inadequate and the trend is toward a more extensive use of current affairs as a means of civic education. At least at the secondary-school level there is reason to believe that *daily* consideration of current developments ought to be specifically provided for (16). If one of the habits citizenship education ought to inculcate is that of following the daily news in papers, magazines, and on the air, and discussing this with fellow citizens, failure to set up plans in school which encourage this is to neglect a patent civic education resource.

Action Now!

This chapter has undertaken to stress the importance of evaluating local programs of citizenship education and to outline some of the important concerns of those engaged in such an evaluation. The necessity has been asserted of a firm agreement on what concepts of citizenship are to guide the citizenship education program. A number of statements of concepts in use or proposed for use have been presented. There is no implication that any one of these should be adopted by any school community. It is asserted, however, that one of the first steps in an evaluation program is that of securing general agreement on concepts of citizenship as a means of setting objectives for citizenship education in that community. A study of the concepts included here should enable a community to decide more easily and specifically just what it wants to attain thru its citizenship education program.

Educational leaders can hardly maintain that citizenship is too complex a matter to yield to specific analysis. Neither can it be argued that the effectiveness of a program of citizenship education cannot be evaluated. Schools have clarified their thinking about the goals of their programs and have developed ways, as indicated in this chapter, of appraising their success as a means of deciding what

9. Do the courses of study, methods, materials of instruction, marking system, and other practices in the school tend to limit instruction in citizenship education to a memorizing type of learning only or does it encourage functional citizenship that builds civic skills and good attitudes as well as supplies useful information?

Many schools make it difficult for teachers of citizenship to attain good results because they do not supply appropriate materials and do not encourage teachers to deal with the live situations and issues which are the very stuff of citizenship education. No school can expect to rate well on a sound evaluation plan if nothing has been done to encourage and facilitate teachers to utilize the very best methods and materials now available.

10. Has an effort been made to identify able men and women in the school community, outside the teaching profession, who are able and willing to work with teachers in a study of what good citizenship education is, in an appraisal of the existing program, and in the development of proposed changes in it? Or is the local educational leadership unwilling to enlist the time and ability of good lay people in advising on the improvement of the citizenship education program offered their boys and girls?

The older idea that a sharp line should be drawn between those educational activities in which laymen should participate and those in which they should not seems to be evaporating. It is now more generally recognized that selected groups of lay men and women can make substantial contributions to the thinking of the profession on almost any aspect of the school's program. This does not mean that the laymen usurp the functions of either the board of education or the professional staff. They operate in an advisory and consultative capacity but nevertheless they are helpful to the thinking of the board and staff. Certainly in the field of citizenship education the citizens of the community ought to be able to contribute a great deal in setting desired goals, in estimating the present levels of citizenship being attained by older youth and in suggesting new and stronger emphases in a revised program. If this cooperation is not encouraged and provided for by the local educational leadership in most typical communities, the resulting program will probably be less satisfactory and will beget far less public support than could have been the case.

(See especially Chapter 10, "Evaluation of Citizenship Education," by Howard H. Cummings, p. 101-109.)

9. DETROIT PUBLIC SCHOOLS, and WAYNE UNIVERSITY, CITIZENSHIP EDUCATION STUDY. *Five Qualities of the Good Citizen*. Detroit: Wayne University Press, undated. 4 p.
10. HERRICK, THERAL T. *Inventory for Evaluating the Citizenship Education Program in Your School*. School of Education, University of Michigan, 1947. 26 p. Mimeo. (To be published by Science Research Associates, Chicago, Illinois, in forthcoming *Practical Ideas in Education Series*.)
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changes to make. Any school can study these and other bases of evaluating programs of citizenship education and can adopt, adapt, or develop a plan of evaluation which, if conscientiously used by a school faculty and community, will provide a sound basis of judgment of the strong and weak points of its program and hence a sound basis for its improvement. This is not likely to be done, however, except where educational leadership lives up to its best traditions.

With citizenship education of children, youth, and adults of such overwhelming importance as it is today, and with the large responsibility of the school so clearly and generally recognized, what school administrator dare be content unless the school for which he is responsible is doing its best to get each area of responsibility in education for citizenship off the "routine level" and as near to the "constructive level" as humanly possible?

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CHAPTER FOURTEEN

Explorations in Citizenship Education

TEACHERS are seldom complacent about their work, and this is particularly true of their efforts in education for citizenship. Many state departments of education and many local school systems have conducted extensive cooperative programs of curriculum experimentation and revision in education for citizenship. Recent years have also seen a number of major studies and projects in the field, supported by other than public funds. Several of these have been mentioned in other chapters. Thru these projects, teachers are working experimentally to improve education for citizenship.

In this chapter, brief descriptions are given of five of these experimental undertakings. The list might have been longer by including older studies, and by including some of the statewide curriculum programs of state departments of education. The studies reported, however, will serve to illustrate the approaches being used. The first one listed was begun in 1945, the last one in 1949.

The Detroit Citizenship Education Study¹

As World War II drew to a close, many thoughtful people were concerned with the tremendous problems of reconstruction that would arise. Educators looked at the emerging national and world problems and realized that the education of youth for citizenship would become of central importance in the postwar years. In Detroit, discussion among leaders in the public schools and in the municipal university led to the development of the Detroit Citizenship Education Study.

The Study was jointly sponsored by the Detroit public schools and the municipally-supported Wayne University, and was financed in part by a grant from the Volker Fund. The purpose was to seek

¹The Commission is indebted to Stanley E. Dimond, Professor of Education, University of Michigan, Ann Arbor, Michigan, formerly director of the Detroit Citizenship Education Study, for preparing the original draft of this statement.

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23. PORT ARTHUR PUBLIC SCHOOLS. *A Unified Program for the Elementary Schools Kindergarten* Port Arthur, Texas: Board of Education, 1952. 86 p. (Mimeo.)
24. PORT ARTHUR PUBLIC SCHOOLS *Social Studies Course of Study for Grade VII* Port Arthur, Texas. Board of Education, 1952. 166 p. (Mimeo.)
25. RANSOM, WILLIAM L. "How Well Does Your High School Rate on the Ten Imperative Needs of Youth?" *Bulletin of the National Association of Secondary-School Principals* 33. 8-46; October 1949. (Also available as a reprint.)
26. SMITH, EUGENE R., and TYLER, RALPH W *Appraising and Recording Student Progress* Adventure in American Education, Vol. 3. New York: Harper and Brothers, 1942 550 p
27. STOCKTON UNIFIED SCHOOL DISTRICT. *Intermediate Curriculum Guide, Elementary Schools*. Stockton, Calif.. Board of Education, 1951. 52 p.
28. WESTON, GRACE, and OTHERS. *Democratic Citizenship and Development of Children*. Citizenship Education Study. Detroit: Wayne University Press, 1949 43 p.
29. WHEELER, E G , and SHOWALTER, D. F. *Better Teaching and Better Learning in the Social Studies* Kansas Study of Education for Citizenship. Manhattan. Kansas State College Press, 1953. p. 6-7.

Five Qualities of the Good Citizen

Based on this broad definition, the Study described five qualities of the good citizen.² These qualities, it was felt, should receive special attention in a program of citizenship education and could provide the basis for evaluating the effectiveness of the program. In general, the good citizen (a) cherishes democratic values, (b) recognizes the current problems of the times, (c) is aware of basic human needs, and guides his actions in accordance with these attitudes. He (d) practices democratic human relationships, thus recognizing the interdependence of all people, and (e) possesses and uses the knowledge, skills, and abilities necessary for civic action as an American citizen.

Some Insights Gained

Of the many generalizations developed by the Study staff, four insights which seem of special importance for the improvement of citizenship education are the following:

1. The mental-hygiene concept of the well-adjusted person is fundamental to all other aspects of citizenship education programs. Schools will be able to develop better citizens as they are able to help boys and girls to become better adjusted emotionally, socially, and mentally. To improve adjustment, better guidance can be provided for each child by allowing pupils to remain with a teacher a longer period of time, by keeping better pupil records, and by adapting instruction to children's ability.

2. The democratic way of life as it has been developed in America can be taught better than it has been in the past. Direct teaching of the meaning of democracy can be improved and more opportunities to practice democracy can be provided. Schools need to help young people clarify their understanding of democracy.

3. More effective procedures for solving problems of human relations can be employed. This type of teaching is aided by the use of a logical, scientific approach to the solution of individual and group problems in classes and student activities.

4. School-community relations can be improved when parents feel at home at schools, when parents and teachers learn about their children together, and when parents, teachers, and community leaders unite to solve community problems.

Publications

The publications of the study are distributed by the Wayne University Press, Detroit 1, Michigan.

Four pamphlets (items 1-4 below) were prepared by staff mem-

² See Chapter Thirteen, p. 323-29.

ways of increasing the understanding, interest, competence, and participation of boys and girls in good citizenship so that they would try to be active citizens thruout their lives. The Study was conducted from 1945 to 1950.

Design of the Study

Two methods of attacking the problem of developing better citizens were employed. First, a general, schoolwide approach to the problems of citizenship education was tried in four elementary schools, two junior high schools, and two senior high schools. These eight participating schools were selected to represent a typical cross-section of Detroit life. Second, specific research projects were developed to identify strengths or weaknesses of significant citizenship practices.

A staff of eight persons was given major responsibility for the conduct of the Study. The staff worked cooperatively with the more than 300 teachers in the participating schools. By the employment of substitute teachers to free regular teachers for a few days at a time, the staff could work with teachers groups for short, intensive periods. In addition, thru faculty meetings and other after-school sessions teachers gave generously of their own time. As a result these work-groups became the central method for cooperating with the participating schools.

The Meaning of Citizenship

Since citizenship has different meanings for different people, the Study tried to define citizenship with some care. It was stated that:

Citizenship as it relates to school activities has a two-fold meaning. In a narrow sense citizenship includes only legal status in a country and the activities closely related to the political functions—voting, governmental organization, holding of public office, and legal rights and responsibilities.

Citizenship, in addition, has also acquired a broad meaning almost synonymous with those desirable personal qualities which are displayed in human associations. The citizen lives within the framework of a highly complex maze of interests, activities, and associations. Any attempt to enable him to live successfully in democratic society as it really exists must give due attention to a whole gamut of relations—political and other—for these relations and associations are the essence of citizenship. They are the relationships which become the warp and woof of democratic living in the community.

For this Study, then, citizenship means the relations of the individual to his government and, in addition, his relations to other members and groups in a democratic society. (*A Curriculum for Citizenship*, p. 14)

Education Conference, first held in 1946-47. Work on this conference begins in October and goes into May each year. It is carried forward in cooperation with approximately 300 secondary schools in New York State.

General Plan of the Conference

Early in the school year, the best citizens in the graduating classes are elected as delegates by students in the cooperating high schools. Each school chooses two or four, depending upon school size. An extensive program of testing follows the selection. The conference terminates on the university campus in a one-day meeting of about 1000 delegates. The program consists of a series of discussion sessions, town hall meetings, and panel discussions upon topics previously announced and prepared in advance by the delegates.

Origin and Purpose

The program grew originally out of a suggestion for a conference to acknowledge the contribution of outstanding high-school seniors. From the beginning in 1946 a series of grass-roots studies was inaugurated, without outside financing of any kind. The conference has constantly expanded both in number of schools participating and in number of activities carried forward.

The Citizenship Education Conference is designed: (a) to motivate the study of citizenship in the public schools, (b) to assist in the inservice preparation of teachers, and (c) to facilitate research into the meaning of citizenship as well as into the attributes, activities, and attitudes of citizenship.

Research Studies

The research activities have special significance for this Year-book. The research has two general centers of interest. One group of studies is designed to discover the meaning of good citizenship as understood by various segments of the population. The second series of studies is concerned with the identification of "best citizens" within the group and the discovery of the attributes of good citizenship. Best citizens are elected by their peers in the cooperating schools. Inevitably, the studies of this group which have been carried on thru measurement preceding the one-day conference and thru follow-up studies have focused upon leadership. It is regretted that

bers during the course of the Study; three books (items 5-7) comprise the final reports:

1. WESTON, GRACE; PFLIEGER, ELMER F.; PETERS, MILDRED; and COOPERATING TEACHERS. *Democratic Citizenship and Development of Children*. 1949. 43 p. 50¢.
The major characteristics and needs of children at different ages and their relationship to essential criteria of the democratic way of life.
2. MEIER, ARNOLD R.; CLEARY, FLORENCE D.; and DAVIS, ALICE M. *Let's Look at the Student Council*. 1949. 12 p. 25¢.
A frame of reference for student-government activities and their evaluation.
3. THE STUDY STAFF. *Problem Solving*. 1948. 11 p. 25¢.
A graphic outline of procedural steps in problem solving.
4. CLEARY, FLORENCE D.; DAVIS, ALICE M.; and MEIER, ARNOLD R. *Understanding Democracy*. 1948. 12 p. 25¢.
A definition of democracy in outline form which serves as a guide for teaching and evaluating classroom and other school activities designed to teach about democracy.
5. MEIER, ARNOLD R.; CLEARY, FLORENCE D.; and DAVIS, ALICE M. *A Curriculum for Citizenship*. 1952. 413 p. \$4.50.
A description of the development of the Study, the methods employed, and the areas included in a citizenship curriculum.
6. PFLIEGER, ELMER F., and WESTON, GRACE L. *Emotional Adjustment: A Key to Good Citizenship*. 1953. 152 p. \$3.50.
A statement of the emotional-adjustment hypothesis and the activities employed by the schools to develop better adjustment.
7. DIMOND, STANLEY E. *Schools and the Development of Good Citizens*. 1953. 224 p. \$3.50.
A summary of the Study based on the activities and evidence concerning the five qualities of the good citizen.

Citizenship Education Conference—Syracuse University³

The Maxwell Graduate School of Citizenship and Public Affairs of Syracuse University was created in 1924 by endowment from George H. Maxwell, primarily for the purpose of more effective preparation for citizenship. The Maxwell School offers programs in public administration and in the preparation of college teachers of the social sciences and cooperates with the School of Education in the preparation of elementary- and secondary-school teachers. Among other activities sponsored by the School is an annual Citizenship

³ The Commission is indebted to Roy A. Price, Professor of Social Science and Education, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University, Syracuse, New York, for preparing the original draft of this statement.

Victor E. Minotti, for the identification of good citizens thru student selection.

Publications

1. PRICE, ROY A. "The Citizenship Talent Search." *Understanding the Child* 17: 48-51; April 1948.
2. PRICE, ROY A. "Citizenship Studies in Syracuse." *Phi Delta Kappan* 33: 179-81, 192; December 1951.

The Kansas Study of Education for Citizenship⁴

The Kansas Study of Education for Citizenship is a cooperative action-research project for the improvement of curriculum and instruction in the social studies. The project is sponsored by the Institute of Citizenship, Kansas State College, Manhattan, and the Kansas State Department of Public Instruction, is financed by a grant from the Volker Foundation, and involves 25 secondary schools in the state of Kansas.

Plan of Operation

From the beginning of the project in 1948 the procedural goals have consisted essentially of the following four steps:

1. A determination of the objectives of citizenship education in terms of behavior.
2. An evaluation of student progress toward those objectives to find out what the present social studies curriculum is achieving and where it needs to be strengthened.
3. A reconstruction and development of the social studies curriculum, course by course, unit by unit, to better achieve the desired objectives.
4. A second evaluation to determine what progress has been made and what yet needs to be done.

Preliminary Evaluation

The first year of the Kansas Study was devoted to the first two steps of this program—the analysis of objectives and a preliminary evaluation of success in meeting these objectives. The results of this work were published in 1950.

Thru the cooperating schools and workshop groups a statement of objectives in terms of behavior was developed. Twenty-one specific objectives were stated and grouped as follows:

⁴ The Commission is indebted to Eldon G. Wheeler, Kansas State College, Manhattan, Kansas, member of the staff of the Kansas Study for Citizenship, for preparing the original draft of this statement.

time and facilities are not yet available for equal or even greater emphasis upon followership.

Five types of studies have been initiated and carried forward by graduate students and faculty members: (a) One study analyzed the physical characteristics, intelligence, social and emotional adjustment, morale, socio-economic status, and school and community activities of students selected by their classmates as best citizens. (b) Five investigations dealt with the meaning of citizenship as understood by high-school seniors, college students, and adult communities. Questionnaires, behavior descriptions, and interviews were used to discover differences in different types of communities and schools. (c) One study attempted to measure the social sensitivity of selected high-school seniors concerning community organization and institutions, while a second attempted to discover the attitudes of a group of high-school seniors toward regulation by government. (d) One student is attempting to describe practices in citizenship education which superior teachers in cooperating schools judge to have been most effective. (e) Two follow-up studies have been made to determine whether or not those chosen as the best citizens in secondary schools continue to exhibit leadership in higher education and in community life.

Among preliminary conclusions, the following appear to be emerging:

1. The persons selected as outstanding citizens by high-school students are truly outstanding by such scientific measures as are now available, with median scores exceeding the 75 percentile on national norms on intelligence, stability, and civic information.
2. Various groups of high-school students, college students, and adult citizens appear to be largely in agreement on a reasonably definite meaning of "citizenship." It is a localized concept, including personal characteristics in one's immediate group and community. The term is not generally identified with Albany, or Washington, or the United States.
3. Outstanding citizens among high-school seniors typically reject the idea of future individual participation in politics, which they tend to regard as "a messy business."

None of these studies has yet been published altho brief descriptions and certain tentative conclusions have been listed in magazine articles.

Plans are under way for publication of certain studies. At present, classroom teachers and administrators may obtain without cost single copies of a useful ballot in the form of a scale, developed by

plish desired objectives. How do we guide boys and girls? Third, learning experiences must be organized to secure maximum cumulative effect. How do we make the pieces fit together? Fourth, there must be evaluation which includes the full range of objectives, and is in terms of *pupil progress toward objectives*. An illustrative curriculum outline for Grades VII thru XII is included.

Re-Evaluation

The fourth year of the Study was devoted to the second program of evaluation. In this program students were given a battery of tests measuring desired objectives in the fall and again in the spring to determine progress. In addition 25 selected classes were studied more intensively thru questionnaires and observation to get a picture of what was going on in the educational program that would give some insight to account for the results. The results of this research program have also been published in *Better Teaching and Better Learning*.⁵

Accomplishments

In the course of working on the Kansas Study of Education for Citizenship the cooperating schools have:

1. Altered the content of the social studies program. Some old content has been dropped, some new content has been added. Undesirable duplication of content has been eliminated.
2. Utilized a great variety of materials—especially current materials such as magazines, pamphlets, newspapers.
3. Utilized a great variety of activities—especially activities calling for pupil leadership and participation.
4. Gotten some objective evidence thru the evaluation and research activities as to what their educational program was doing for students. These schools no longer proceed in ignorance as to what their educational program is accomplishing, as is too often the case with secondary schools.

Publications

1. WHEELER, E. G., and SHOWALTER, O. F. *An Evaluation of Citizenship Education in the High School*. Kansas Study of Education for Citizenship. Manhattan: Kansas State College Press, 1950. 41 p.
2. WHEELER, ELDON G. *Developing the Social Studies Curriculum for Citizenship Education*. Kansas Study of Education for Citizenship. Manhattan: Kansas State College Press, 1952. 80 p.

⁵ See excerpts quoted in Chapter Thirteen, p. 349-50.

1. The student should possess the knowledge necessary to good citizenship: (a) he should be familiar with reliable sources of information; (b) he should have information concerning basic facts and generalizations.

2. The student should have the skills necessary to critical thinking on the problems of citizenship: (a) he should be able to obtain information from written, oral, and graphic presentations; (b) he should be able to present information in oral and written form; (c) he should be able to locate information; (d) he should be able to interpret and compare information; (e) he should be able to formulate and apply generalizations; (f) he should be able to recognize trends—social, economic, political; (g) he should be able to recognize assumptions in argument; (h) he should be able to recognize logical consistency in argument; (i) he should be able to recognize the relevance and validity of evidence, (j) he should be able to apply background knowledge to present problems.

3. The student should have socially desirable attitudes: (a) he should be interested in citizenship; (b) he should have respect for the rights and personality of others; (c) he should be willing to cooperate in solving common problems; (d) he should be concerned about the general welfare; (e) he should prefer democratic processes.

4. The student should have the habits necessary to good citizenship: (a) he should keep himself regularly informed on public issues; (b) he should participate in civic and social activities; (c) he should observe accepted social conventions; (d) he should observe laws, rules, and regulations. (*An Evaluation of Citizenship Education*, p. 12)

High-school students in five cooperating communities were given a battery of tests, including an interest and activity checklist developed by the Study. Evidence was observed of increase in *knowledge* thru the high-school years, but signs of progress in *skills* of critical thinking, in *attitudes*, and *habits* of civic participation were slight.

Curriculum and Instruction

The second and third years of the project were devoted to examining instructional procedures and rebuilding the social studies program in the cooperating schools. The Study held summer workshops, secured the criticism and advice of many experts, and carried on limited studies of student needs and community needs. The results were published in a manual for secondary-school social studies teachers, *Developing the Social Studies Curriculum for Citizenship Education*.

The manual offers suggestions under four basic headings. First, objectives must be carefully selected and clearly stated in terms appropriate to the behavior desired. What is the job we have to do? Second, learning experiences must be carefully selected to accom-

The Project staff has produced articles, made speeches, conducted conferences and workshops, and otherwise taken opportunity to spread the gospel of civic education. Clearly the most notable event traceable to these efforts is the appointment in the Massachusetts State Department of Education of the first State Director of American Citizenship.

The second purpose—to produce materials for study and discussion by pupils, with related activities—grows from closely connected convictions:

First, that schooling can make a difference in what the young people of an entire generation know, feel, and are willing to do about democracy—to sustain it, strengthen it, and purify its practices.

Second, that knowledge still counts, tho not in isolation from feelings, attitudes, and habits. Words, if they are rightly used, need not result in mere “verbalisms”; whereas activities without discussion may result in “slants” that have no focus or balance.

Third, that teachers are too pressed, harassed, and bereft of accessible resources to dig out for themselves just what they would like to put into the hands of their pupils, or to modify adult materials for school use.

Fourth, that the choice of issues in public life which should be used for intensive study in school should not be left to the chance decision of teachers of very diverse background and training.

Fifth, that these issues should not be presented in theoretical form nor in the often perplexing form of current events but in a concrete way that emphasizes their common impact and their personal influences on everybody in a democratic society. They should be, in short, *key problems* in American life.

Pamphlet Series

Acting on these convictions the Project has published 10 pamphlets and has 10 more in process. All appear under the general designation the *Living Democracy Series*. To describe the first 10 briefly, the following lines are quoted from an announcement prepared in 1953:

Aggression from without is not our only danger. Our institutions could be undermined, our economic strength become a vanishing mirage, by reason of misunderstanding between groups, or widespread apathy, fear driven votes, and small-scale thinking. Do our pupils know how precious is their heritage?

THE ISMS—AND YOU—(Grades 9-12) A forthright presentation of Communism and Fascism in theory and practice, tells that story clearly, vividly. This is the first pamphlet of the *Living Democracy Series*.

Our form of government makes every citizen a politician. Will our pupils vote? Will they work in our parties? Will they work responsibly, with courage, for the general welfare? The *Living Democracy Series* offers:

THEY MADE A NATION—(Grades 9-12) The Founding Fathers humanly portrayed.

3. WHEELER, E. G., and SHOWALTER, D. F. *Better Teaching and Better Learning in the Social Studies* Kansas Study of Education for Citizenship. Manhattan: Kansas State College Press, 1953. 55 p.

The Civic Education Project—The Civic Education Foundation⁶

The Civic Education Project puts into effect the approach to civic education elaborated in a book by John J. Mahoney published in 1945, *For Us the Living*. That approach consists in brief of an analysis of democracy in theory and practice and the identification of obstacles to democratic living which may be removed or minimized by more purposeful educational procedures.

Organization and Purpose

The Civic Education Project was started in 1948, on the initiative of Dr. Mahoney, its Co-Director. The Project works in cooperation with a widely representative advisory committee and board of consultants. Financial support has come from a number of foundations and individuals. The Project is conducted under the auspices and control of the Civic Education Foundation, a tax-free Massachusetts corporation. The professional staff includes the co-directors, an executive officer, and a considerable number of research associates and writers on special assignments.

From the outset the Project has had two main purposes: (a) to forward the movement for civic education and (b) to produce materials immediately useful in schools.⁷

One example of the furtherance of the first purpose is a report on *Education for Citizenship* published by the Commissioners of Education of the Eight Northeastern States in 1952. Dr. Mahoney was chairman of the committee that formulated this statement of objectives, commendable practices, and resources of all kinds. Another item of evidence to this effect is an unpublished report of the Massachusetts Committee of the Mid-Century White House Conference on Children and Youth. The Project staff had a part in the preparation of this report.

⁶ The Commission is indebted to Dr. Henry W. Holmes, Co-Director of the Civic Education Project, Civic Education Foundation, 5 Chauncy Street, Cambridge 38, Massachusetts, for preparation of the original draft.

⁷ See also the more detailed statement quoted in Chapter Thirteen, p. 329-30.



Public Schools, Lincoln, Nebraska

A clear understanding of the ideals we live by and a deep emotional commitment to them are our basic concern in the education of the citizen.

IT HAS BEEN DONE—(Grades 11-12) Case studies of political reform.
WHO SAYS SO?—(Grades 10 or 12) Public opinion, its sources, its pitfalls, and how it can be used for public good.

Our prosperity, defense, world leadership and helpfulness depend upon united efforts to produce. Do our pupils understand the American business system? see its values? grasp its problems? The *Living Democracy Series* presents:

CAPITALISM—WAY OF FREEDOM—(Grades 11 or 12) What makes our business system tick.

WORK WITHOUT STRIFE—(Grades 11 or 12) Labor-management relations.

Prejudices, bigotry, ill will are blots on our democracy, can weaken us within and shame America before the world. Do our pupils earnestly desire better human relations and see the need for mutual effort in their own communities? The *Living Democracy Series* points the way in:

AND CROWN THY GOOD—(Grades 9-12) Civil rights: no freedom can be justly claimed that is not justly shared.

THESE AMERICANS—(Grades 7-9) Minority groups: "one nation, indivisible," from many lands.

WHY DON'T THEY THINK!—(Grades 10-12) The roots of prejudice in thoughtless speech and action.

BREAD AND BUTTER PLUS—(Grades 7-9) Cooperation for the common good.

With each pamphlet goes a leaflet called "Hints and Helps," in which questions are listed, activities are suggested, and references to related reading are given. The Foundation Office at 5 Chauncy Street, Cambridge 38, Massachusetts, can supply copies for examination on request, or at 45¢ a copy on orders for 10 or more of any title.

The 10 pamphlets named above have thus far been distributed to the extent of about 60,000 copies in 150 school systems. The pamphlets are written simply and vividly, with an earnest attempt not to "write down" even for pupils of high reading skill. The Project has definitely aimed, however, at the 80 percent who do not go on to college. Accuracy and balance have been sought by careful checking with scholars and experts. Preliminary editions have been tried out in classrooms.

Among the pamphlets now in process are the following: *Get into the Game* (how party politics works); *In God We Trust* (the religious heritage of America); *What about War* (the problem of peace in a divided world); *The X Goes Here* (who is a good candidate for office?); and a pamphlet on law, its agencies, and its relations to the individual (title as yet undetermined).



Public Schools, Lincoln, Nebraska

A clear
emotional
education

deals we live by
are our

deep
in

Convictions

One thing the Civic Education Project has learned to the point of deepest conviction: coming to grips with the dynamics of citizenship in young minds, hearts, and wills calls for all the insight and all the pains and perseverance any of us can command—and it is a wonderfully exciting adventure in educational reality.

An added conviction is that "indoctrination" is only a bogey. To deal with problems of democracy by democratic methods without loss of faith in democracy may not be easy, but it is entirely possible.

Publications

1. COMMISSIONERS OF EDUCATION OF THE NORTHEASTERN STATES. *Education for Citizenship*. Report of the Committee on Education for Citizenship. (Place of publication not indicated.) 1952. 105 p. Available at \$1 a copy from the Massachusetts State Department of Education, 200 Newbury St., Boston 16, Mass.
2. MAHONEY, JOHN J. *For Us the Living: An Approach to Civic Education*. New York: Harper and Brothers, 1945. 344 p.
3. THE PROJECT STAFF. *To Sustain and Strengthen Democracy: the Program of the Civic Education Project*. 1951. 26 p.
4. THE PROJECT STAFF. *Making Better Citizens: A Program for the Schools of America*. 1953. 32 p.
5. THE PROJECT STAFF. *The Living Democracy Series*. Pamphlets, listed on p. 373-74.

Citizenship Education Project
Teachers College, Columbia University^a

One of the newer programs in citizenship education is that developed by the Citizenship Education Project (CEP) at Teachers College, Columbia University. Inspired and financed by the Carnegie Corporation and encouraged by President Eisenhower when he was president of Columbia, the Project was begun in 1949. At the end of the 1952-53 school year, 1843 teachers in 527 school systems were making use of CEP materials and methods in teaching citizenship to some 100,000 junior and senior high-school students. Teachers in eight teachers colleges and five liberal arts colleges have also made adaptations of the program in social science classes, and materials

^a The Commission is indebted to Lora Teel Tibbets and Hall Bartlett, Materials Division, Citizenship Education Project, Teachers College, Columbia University, New York City, for preparing the original draft of this statement.

for elementary grades are in the experimental stage. The staff includes more than 50 persons. Funds are available to continue the Project thru June 1956.

A Program Guided by Premises of American Liberty

The CEP program aims at teaching boys and girls to become citizens devoted to the basic ideals that have guided the growth of our institutions since our nation began. One of CEP's first steps was to list more than 100 Premises in the Tradition of American Liberty—principles derived from our Declaration of Independence, Constitution, Bill of Rights, major court decisions, and basic legislation. The list is in four parts—The Free Individual, The Free Government, The Free Economy, and The Free World. It might be called a guide for the Whole CEP program.* All CEP materials relate directly or indirectly to the Premises, and a copy, with documentation, is included in the set of materials provided every teacher who uses the program.

A Program Combining Action and Knowledge

Underlying the CEP approach to citizenship education is the concept that the good citizen in a democracy is one who *acts* as well as *knows*. His key to freedom is his right to influence public policy and his obligation to do so. In order to act, in order to exercise his rights and responsibilities, the citizen needs citizenship skills. For example, he needs to be able to select organizations to which he will belong; to influence his group so that its action reflects consideration for the common good; to choose leaders to represent him; to hold public officials responsible; to get and to use information and expert advice. It is training in these aspects of citizenship that the CEP program emphasizes. It does this by suggesting ways in which high-school students learn good citizenship by actual firsthand experience in civic affairs, as well as from books and other sources. The approach is based on the principle, well documented by psychological research, that active things are best learned thru action.

Two Types of Resources

The Citizenship Education Project outlines no specific program for the teacher to follow. Rather it provides to each cooperating

* See excerpts quoted in Chapter Thirteen, p. 332-33

teacher the resources from which the teacher can plan his own program to fit his subject, course of study, class, and local situation. These resources consist of a file of *Laboratory Practice Descriptions* (the Brown Box), with accompanying guides to explain the use of the Practices and to give examples of how particular ones can be fitted into units of study in different subjects; and the *Materials Card File* (the Green Box).

The laboratory practices—heart of the program—The program is best understood thru acquaintance with the Laboratory Practices, the activities that enable students to get citizenship experiences. By definition a Practice deals with a *real* problem or situation and provides students an opportunity to *do something* about a problem in addition to *studying about* it. Here are some examples of how different Practices are used in different classroom situations:

Example 1. A class in science or community civics is studying a unit on water, or perhaps, public health. In connection with their exploration of what makes a water supply healthful the class may carry out the Practice, *Reporting on Fluoridation of the Local Water Supply*. The students get facts and opinions, *pro and con*, on fluoridation by writing to such organizations as the American Medical Association, American Dental Association, and Public Health Service; by talking with local doctors, dentists, and public health officials. They poll local citizens to discover whether they approve or oppose fluoridation. They find out how much fluoridation costs. Finally, they publicize their findings and make recommendations, in light of these findings, to their local government.

Example 2. A Practice designed to give students in a civics, history, or modern problems class an awareness of the legislative process and the citizen's role in influencing his representatives is called *Lobbying For and Against a Bill*. The students choose, in cooperation with a member of the state legislature, pending legislation which they wish to support or to oppose. They get information to support their stand and go to the state capital to lobby in line with their beliefs. If a trip to the capital is impossible, the students may work by mail.

Example 3 The Practice, *Developing a Community Newspaper*, is one that might be done by students in an English, journalism, or social studies class in a community without a local paper. With the permission of the school administrator, the students shift a portion of the school paper to community news, and sell copies and subscriptions to local citizens, and advertising to local merchants. Gradually, they make the paper a community-school publication.

The students assume full responsibility for the paper. In doing so they develop skills in writing and reporting, working with other people. They gain insights into the meaning of freedom and the responsibility of the press in a democracy. They have an opportunity to become acquainted with the agencies and groups that contribute to community living. They have the satisfaction of knowing that they, too, are performing a service for the community in providing it with a paper.

The laboratory in which the Practices in citizenship are carried out may be the school, community, the state, nation, or the world scene. Many Practices provide ways in which students may assume the responsibilities of good citizens in the school. For example, a group takes on the job of improving the traffic conditions in the hall or the parking area around the school; another plans and takes full charges of a noon recreation program; a third, unhappy about the selection of books in the library, arranges with the administrator for a specific amount of money to buy some new books, and selects and orders them.

It is assumed that most of the Practices will be carried out after counsel with and approval by the school administrator. In many instances this is written into the description of the Practice. The descriptions also assume close cooperation with leaders or officials in any community agency with which the Practice deals. It often happens that, after students in a school have done one Practice and shown their ability in helping with a civic problem, local officials solicit their help with a subsequent one.

The Project now has over 300 Practice descriptions available. Among them are Practices for classes in home economics, business, and art, as well as for those classes mentioned in the examples above. Twelve Practices deal with understanding our political party system and election machinery thru firsthand experience. A majority of the collaborating schools used one or more of these Practices during the 1952 primaries and general election, many students working directly with party organizations or other agencies in getting out the vote.

The essential steps are outlined in each Practice description, but change and adaptation by each teacher using it are assumed and expected. The guide booklets that accompany the descriptions help the teacher plan *how* and *when* to use a Practice.

The Materials Card File—The Materials Card File, also for use along with the Practices, helps the student broaden his understanding and knowledge of the citizenship problem in question thru reading and the use of audio-visual aids. The File contains annotations of more than 1200 different items—books, pamphlets, films, filmstrips, recordings. By reference to the File one may quickly learn the nature, grade level, price, and publisher of a great variety of instructional materials specially chosen for their citizenship value.

Evaluation

From its beginning CEP has had on its staff a group of evaluation specialists to appraise the outcomes of the program. Evaluation indicates that results are significantly better than those achieved by traditional methods alone. On a standardized test in civics, CEP students showed greater growth in knowledge than the non-CEP control group with which they were compared. CEP students also showed up better in a test requiring application of knowledge of the great American documents.

Measured results also point to the effectiveness of the program in improving students' attitudes toward citizenship responsibilities. In a test of 928 students, CEP groups were considerably stronger than non-CEP classes in awareness of the individual's responsibility for public affairs. A study made in April and November of 1952 showed CEP groups outstripping non-CEP classes in a test that checked "attitude toward politics and politicians," and "interest in public affairs."

Reactions of School Administrators

In the fall of 1952 the superintendents of the CEP schools were invited to comment on the program. Of 164 school superintendents who replied, 54 percent considered it excellent; 39 percent were moderately enthusiastic; 7 percent reacted unfavorably. Those for whom the program had not worked out well believed it "too complicated," the materials "too difficult for immature students." The enthusiastic felt it had helped students to mature and develop leadership, and had inspired and stimulated their teachers. They hoped better ways could be found to spread its use within the school system, and to help them with some of the administrative aspects. Many of the superintendents thought that the emphasis on community activities had strong public relations values.

Diffusion of the Program

CEP introduces its program thru orientation workshops, generally in joint sponsorship with existing agencies such as state departments of education or certain regional organizations. After attendance by the administrator and a teacher at a workshop, the school may become a collaborating school and begin use of the CEP materials.

During 1952-53 collaborating schools received the services of CEP regional representatives chosen from the local region to serve CEP schools. Help also has been given by persons working out of the CEP offices. These representatives advise on both administrative and teaching aspects of the program, and help orient new teachers within the system to the use of the materials. It is expected that regional or local organizations ultimately will take over complete responsibility for diffusing the program.

Availability of Publications

Besides the basic materials which are available to schools upon beginning collaboration, CEP issues other publications. A journal, called *Citizenship in Action*, aimed principally at helping collaborating teachers learn about the citizenship activities in other schools, is issued quarterly during the school year.

A folder giving exact descriptions, titles, and prices of all CEP publications is available to administrators upon written request.

Contrasts and Similarities in the Five Studies

These five studies, in their diversity of approach, illustrate the complexity of education for citizenship. They are alike in that typically they deal with secondary schools chiefly, are financed by foundation grants, and deal with more than a single local school system. Their activities, however, are widely different.

The Detroit study is the only one which has been completed as an organized project. It alone placed chief emphasis on a unified attack on civic education by each individual school as a whole. It developed as a major finding the conviction that emotional adjustment is a determinant of citizenship and the key to better education for citizenship.

The Syracuse study gives special emphasis to a group often neglected—the superior students, highly gifted in qualities of leadership and civic participation. Its analyses of the civic attitudes of these outstanding young people offer profound challenges to teachers.

The Kansas study reveals a clearcut design of analysis of existing conditions, work with classroom teachers and others in formulating proposed improvements, experimental use of new materials and methods, and subsequent re-evaluation and analysis. Joint sponsor-

ship by a state department of education and a state institution of higher learning is also illustrated.

A unique service of the Civic Education Project is its program for the publication of pamphlets on the key problems of American citizenship, for the use of students themselves. Its action program within its geographic region is also significant.

The project at Teachers College, Columbia University, exemplifies the possibilities that accrue with liberal financing, with resulting large staff and nationwide activity. Its concentration on laboratory practices in actual civic experience in school or community is of special value in demonstrating the place of citizenship education in all subjects and activities of the curriculum, not merely in history and its related studies alone.

The printed materials available thru the five studies deserve wide circulation and use. Any school administrator or classroom teacher who is seriously working for better citizenship education can receive invaluable help from the publications and educational leadership available thru these projects.

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What Price Success?

IF A nation expects to be ignorant and free, it expects what never was and never will be." Such was the conviction expressed by Thomas Jefferson and held by other great statesmen which led to the establishment of free public schools in the United States. Today, the necessity is generally accepted for applying our total resources to meeting the total threat—political, economic, and military—to the American way of life. The forces which offer these threats present an even greater danger thru the jeopardy in which they place the cherished freedoms and moral and spiritual values on which America's greatness is founded. Equally important, therefore, is the application of our resources to the protection of man's inherent rights as conceived by our founding fathers.

In a position to contribute uniquely to this objective is education. We rely on our armed forces to protect us from aggression on land and sea and in the air. We depend on our material resources and unparalleled industrial potential to support any foreseeable military necessity. But on education alone may we rely to keep aglow in the hearts and minds of American citizens the dynamic spirit without which arms and material resources would be futile and empty.

Success in achieving an improved citizenship education program, envisioned in this Yearbook as indispensable for the perpetuation of a free society, can be achieved only if the profession itself and the American public are willing to pay the price. Great as is the price of success, almost beyond conception is the cost of failure. Inherent within our great American tradition lie the seeds of success. Confronted with the query, "What price success?" the free man counters, "We dare not fail!"

For the Schools

The task of citizenship education involves widespread responsibility. For the schools it means leadership and guidance of the child; shared always with parents, thru kindergarten and the primary

grades, thru the intermediate years when many ideals are developed, thru the frustrations and evolvments of adolescence, and thru the difficult choices of post-high-school goals. Concern also stretches beyond the secondary school to the colleges and universities which must continue the leadership of older youth for whom they have accepted a degree of responsibility. Likewise in adult education, the progress made in meeting civic, cultural, and vocational needs must be matched by even greater service in citizenship education.

The Administrator Raises His Sights

For superintendents and principals, part of the price of success in citizenship education may be in taking time from the pressing demands of managerial duties to have a fresh look at the instructional program, especially in history, civics, and related studies, from the point of view of content, methodology, materials, and available resources. The whole range of pupil activities in school and in the community should be critically evaluated in terms of their contributions to the positive values of American citizenship, conceived broadly to include citizenship in home, school, and community and in ever-widening circles of responsibility. There may be further need for involving groups of personnel, both lay and professional, in the administrative process and for working cooperatively with the board of education, which legally includes the selected spokesmen of the people. It is an inescapable condition that if public education is to be the teacher of democratic principles it must practice democratic administration.

Consultants, supervisors, and directors, while performing advisory and leadership functions, often hold the key which unlocks the doors between teaching compartments within the school system and those between the teacher and the world of educational progress. They are the liaison between tradition and improvement. Part of their price of success is willingness to achieve the role of welcome adviser, respected guide, and needed friend.

The Classroom Teacher Carries the Banner

In the classroom the price of success is a trained and competent teacher able to use effectively the best-known methods and materials available. In the classroom the teacher guides the untrained young citizens as they learn the rules of the game, the situations and the

environments which will be involved, the understanding and skill to be as successful as one can be, and the hazards and competition which will be met. To the extent that the classroom, the school, and the community daily accept children and youth as functioning citizens at their level of maturity will children practice and learn what is needed to bring about their growth into positive citizens of today and tomorrow.

That the classrooms of America be staffed with well-trained teachers, alert to the problems and with the competence and will to solve them, must be the concern of both the profession and of the public. In the words of John Platt Myers, Chancellor of the University of the State of New York:

These are perilous days where faith in the dignity and unquenchable spirit of free man is in jeopardy at home and abroad. Never was there greater need for the devoted teacher who will storm the ramparts of ignorance and propaganda, who will carry the banner of brotherhood and freedom, undaunted and unafraid. (*New York State Education* 40: 283; January 1953.)

The Board of Education Makes Broad Plans

The price of success includes the provision of the best possible administration, supervision, and teaching we know how to provide for the entire range from kindergarten to adulthood. School systems must be efficiently organized and programmed for the education of children, youth, and adults. Communities must provide for the mentally and physically handicapped, for the 10 percent or more of our presently "forgotten" youth requiring terminal secondary programs adapted to non-academic abilities, and also for the superior and specially talented individuals with great leadership potential in many fields.

A narrow concept of public education will not build American citizenship in today's world. Boards of education must face the real needs that exist for parent education, for educational services to children younger than those in kindergarten, for summer programs of education, for community colleges, for many types of adult education, and for other claims upon public education that each new decade presents.

Given the needed resources, the schools stand ready to do the job that is required of them. Specifically, what does this mean?

It means that all schools, large and small, need well-trained personnel, adequate in number and skill to work efficiently and with never lagging inspiration. It means that all schools must have facilities and equipment designed especially for today's needs rather than for the needs of 25 to 50 years ago. It means that schools must have carefully selected textbooks and library collections well stocked with current books and periodicals. It means that schools must have up-to-date maps and recordings and other audio-visual aids, guidance facilities which will assist our youth to find their places in the complex society of today and tomorrow, and opportunities for experience in the many student activities which provide a training ground for local, state, and national citizenship and world understanding.

For Society

That the schools by themselves cannot meet the challenge is clear. More and more they are subject to many competitions—competition with business, industry, and other professions in recruitment of personnel; competition with motion pictures, radio, television, and other diversions for study time; and serious competition with divisions of government for funds to meet rising costs. Our hope lies in an informed American public, itself dedicated to the advancement of freedom and justice. Among patterns for community action which have proved effective are lay committees that have demonstrated their ability to represent constructive community opinion and to assist with intelligent suggestions and support. Moreover, the active participation of the professional staff in community organizations provides liaison and opens the way for a two-way understanding.

The Individual Citizen Gives Aid and Understanding

In this challenge, in this partnership with the schools, what responsibilities do citizens everywhere face? The citizen will not only take time to participate in planning a meaningful program of education; he will also seek to understand what the schools are trying to do in fulfillment of commonly accepted goals. As a parent he will recognize that he is the child's first teacher in citizenship and will consciously seek by precept and example to build the ideals of civic virtue.

More than this, he must be willing, in the most literal sense, to pay the price of education for citizenship. As a taxpayer, he must

be ready, in accordance with his ability, to provide the dollars which schools need to give the finest education in citizenship to children, youth and adults.

Society Invests in Order To Earn Dividends

Education is expensive. Altho a smaller percent of the national income is spent for the public schools today than in the 1930's, in many communities it is the most costly item in the total budget for the operation and maintenance of community services. Public education is big business, important business. It gives direct, all-day service, week in and week out, to more than one-sixth of the total population. The vast majority of its employees are highly trained, professional personnel. The typical school plant represents an investment of many thousands of dollars, and yet lack of financial support frequently permits a deterioration of this investment the like of which would not be tolerated in business and industry.

A community meets its obligation to the schools in many ways, not the least of which is a readiness to provide funds adequate to carry on an effective school program. Civic leaders and citizens generally are taking larger responsibility to insure that public schools have adequate financial support. State and federal funds are also needed to supplement local effort. We spend millions of dollars from federal funds each year to promote, thru education, the growth of democratic ideals and principles in lands far from our own shores. And yet such things as outmoded laws that place the burden of school support almost entirely on local taxpayers and other laws that weaken the fiscal responsibility of school boards make it painfully hard to raise the funds required to cultivate the fertile soil of democracy here among our own people.

To meet society's demand for citizenship education, the schools must merit and receive the full confidence and faith of the community, as exemplified by the community's willingness and eagerness to buy nothing less than the very best in educational opportunities. We cannot afford to shop in the bargain basement in building, staffing, equipping, and maintaining our free public schools. We dare not be satisfied with minimum requirements in providing our schools with the necessary tools of education. We must develop and employ the most effective technics and materials to aid the learning process.

In fact, the world crisis today and the need for the most exemplary kind of American citizenship demand that we have better schools than we have ever had before, that we have better classroom teachers than we have ever had before, and that we have better leadership than we have ever had before. With schools like these, America may be reassured that its investment will yield dividends beyond purchase and beyond price.

Someone has said that freedom is not free, that our forebears have bequeathed it to us, but that each one must earn for himself the right to keep it. This is similarly true of our free public schools. American citizens must be willing to pay the price to preserve them so that they may continue to function as citadels of freedom.

But the obligation is not all one-sided by any means. If the schools are to have this kind of wholehearted support, they must rise to the challenge of the world crisis themselves. Education for American citizenship must be strengthened and enriched. Administrators and classroom teachers alike must be unswerving in their devotion to American ideals and institutions, friendly and kind in their human relationships, and professionally skilled in their service to their pupils. Not forgetting the doubts and fears, the wordless longings of their childhood and youth, reverently must they light the candles of scholarship, self-discipline, independent thinking, and human brotherhood. Always must they remember that here and now our republic and the freedoms for which it stands are threatened by imperialistic communism without and by the twin cankers of indifference and complacency within; that important as are the Three R's, the sciences, the humanities, and the arts, of even greater consequence are the character and citizenship of the men and women of tomorrow, whose lives they are helping to mold in the schools.

For the Future

Our country has need of men and women who recognize and prize the attributes of wholesome character and stability of purpose, who have learned and are prepared to put into practice the discipline of cooperative endeavor and honest leadership. Discipline under freedom is a proud tradition in our nation. Let us be certain that thru proper financial and moral support of our public schools, we guard that tradition well.

Stability

A good citizen must, first of all, be a good person, a whole person. Herein lies our concern for meeting the basic physical and emotional needs of boys and girls. Only thus can they become well-adjusted individuals capable of living successfully and happily in a world marked by change—change which is even greater today because of the technological, demographic, and democratic revolutions which we are experiencing and because of the conflicting ideologies vying for supremacy.

Loyalty

In these young persons we have to develop an understanding and an emotional attachment to the values and ideals that are the foundation of American life. Not only must they understand but they must have a deep emotional commitment to such principles as the dignity and worth of human personality, the freedom of the individual, freedom under law, the sense of justice, the capacity for self-government, right of participation in decision making, the right to own property, the appeal to reason and the love of truth, the right to education and the responsibility of being informed, acceptance of responsibility as a counterpart of freedom, equal opportunity for self-realization, the brotherhood of man, and the right to be different.

Intelligence and Service

Such a good citizen must be informed, possessing a body of knowledge and understanding sufficient to make him competent in decision making and in dealing with problems of today. Strengthened by such an understanding and committed to such a system of ideals, the maturing citizen will find that the application of these ideals requires active and responsible participation with the consequent development of skill in the processes of democratic behavior.

During the educative process, neither intellectual content alone nor participation in services alone will create the mature citizen; both are needed. One does not get education just by studying books; practice in acting as a citizen is also necessary. Therefore, within a framework of loyalty a teacher must be accorded freedom to share in planning the whole educational process whether it be the use of text and reference materials and audio-visual aids, an excursion to

the city hall, a community campaign to get out the vote, a school project to beautify the school lunchroom, or the discussion of a controversial issue.

Leadership

In this joint enterprise of citizenship education, centered in a group of services including instruction and activities, raising the level of critical thinking is more vital than ever because of the widening scope of the American citizen's role. Since today's imperative requires that the individual be prepared to deal not only with community and state but also with national and world problems, continuous and repeated practice in wholesome decision making must become one of the new emphases in education for citizenship.

Vision

Balancing the credit column of success against the debit column of possible failure, America quickly meets the question, "What price success?" with the parallel query, "What price freedom?" Serving as a mute background to her irrevocable decision to stand for freedom is man's age-long struggle for survival and self-realization. Imbued with faith and hope in her own future and that of freedom-loving people the world over, she will swerve neither far to the right nor to the left but will follow the highway of freedom.

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ROBERT C. JOHNSTON, Principal, South Highland School, Birmingham, Ala.

ZORA ELLIS, Talladega High School, Talladega, Ala.

ROBERT FRANK, Phoenix College, Phoenix, Ariz.

EDWON L. RIGGS, Principal, Creighton School, Phoenix, Ariz.

VINNYE MCANALLY, Fort Smith Junior High School, Fort Smith, Ark.

AILEEN R. HENDERSON, Little Rock High School, Little Rock, Ark.

E. LEO WALAN, Principal, Burbank Unified School District, Burbank, Calif.

RAYMOND L. MAHONEY, Principal, Kimbell Elementary School, Corona, Calif.

DOROTHY A. BROWN, Principal, El Sereno Elementary School, Los Angeles, Calif

MARVIN D. JONES, Principal, Kensington Elementary School, Richmond, Calif

PETER H. SNYDER, Principal, John Adams School, San Diego, Calif

KENNETH S. IMEL, Director, Adult Education and Extension, Public Schools, San Diego, Calif

J. R. BROKENSHERE, Principal, Leland Vocational Evening High School, San Jose, Calif.

ELMER F. NELSON, Public Schools, Colorado Springs, Colo.

KENNETH C. COULTER, Assistant Superintendent of Schools, Greenwich, Conn.

CITIZENSHIP

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- ALVIN G. GOODFIELD, Supervising Principal, Public Schools, Redding, Conn.
- CHARLES E. BISH, Principal, McKinley High School, Washington, D. C.
- CARL F. HANSEN, Associate Superintendent, D. C. Public Schools, Washington, D. C.
- DAVID LYNN, Architect of the Capitol, Washington, D. C., and members of the Joint Committee (of Congress) on the Library, in charge of the restoration and completion of the Rotunda frieze.
- WILHELMINA HILL, Specialist in Social Science, Elementary Division, Office of Education, U. S. Department of Health, Education, and Welfare, Washington, D. C.
- JUDGE CARL B. HYATT, Immigration and Naturalization Service, U. S. Department of Justice, Washington, D. C.
- FLORENCE WALLACE, Principal, Mitchell School, Tampa, Fla.
- W. J. SCOTT, Principal, Bass High School, Atlanta, Ga.
- WARE T. BEALL, Savannah High School, Savannah, Ga.
- IRENE S. MARSHALL, Washington Avenue Junior High School, Savannah, Ga.
- PAUL J. HOUGHTON, Principal, Anna-Jonesboro Community High School, Anna, Ill.
- ELMA E. BOUGHTON, Steinmetz High School, Chicago, Ill.
- YVONNE F. CHILDS, Steinmetz High School, Chicago, Ill.
- TILLIE K. GOLDBERG, Hibbard School, Chicago, Ill.
- STELLA KERN, Waller High School, Chicago, Ill.
- PAUL R. PIERCE, Assistant Superintendent in Charge of Instruction and Guidance, Public Schools, Chicago, Ill.
- CLARENCE T. RICHARDSON, Principal, Steinmetz High School, Chicago, Ill.
- CELIA ROSENZWEIG, Principal, Stone School, Chicago, Ill.
- KATHRYN E. STEINMETZ, District Superintendent, Elementary School District No. 1, Public Schools, Chicago, Ill.
- CHARLES E. BUTLER, Principal, Irving School, Oak Park, Ill.
- EUGENE YOUNGERT, Superintendent, Oak Park and River Forest High School, Oak Park, Ill.
- M. P. GAFFNEY, Superintendent, New Trier Township High School, Winnetka, Ill.
- HELEN K. TRAZEE, Shortridge High School, Indianapolis, Ind.
- MERIBAH CLARK, Laboratory School, Indiana State Teachers College, Terre Haute, Ind.
- A. MAREA OTHMER, Retired Principal, Garfield School, Muscatine, Iowa.
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- KENNETH FRISBIE, Bethesda-Chevy Chase High School, Bethesda, Md.
- E. RUSSELL HICKS, Potomac Junior High School, Hagerstown, Md.
- ELIZA E. CALLAS, Pleasant View Elementary School, Kensington, Md.
- RONALD E. EDGERTON, Director of Social Studies, Public Schools, Brookline, Mass.
- HENRY W. HOLMES, Co-Director of the Civic Education Project, Civic Education Foundation, Cambridge, Mass.
- RAYMOND A. GREEN, Principal, Newton High School and Junior College, Newtonville, Mass.
- CLARENCE I. CLATTO, Principal, Classical High School, Springfield, Mass.
- STANLEY E. DIMOND, Professor of Education, University of Michigan, Ann Arbor, Mich.

- MARCILLENE BARNES, Director of Curriculum, Public Schools, Grand Rapids, Mich.
- BENJAMIN J. BUTKEMA, Superintendent of Schools, Grand Rapids, Mich.
- VERNON HICKS, Principal, Kerby School, Grosse Pointe Farms, Mich.
- THERAL T. HERRICK, Director of Curriculum, Public Schools, Kalamazoo, Mich.
- JOSEPH B. GUCKY, Superintendent of Schools, Stephenson, Mich.
- AGNES ERICKSON, Nettleton School, Duluth, Minn.
- C. E. HOLLADY, Assistant Principal, Central High School, Jackson, Miss.
- K. P. WALKER, Superintendent of Schools, Jackson, Miss.
- W. O. DURHAM, Director of Elementary Education, Reorganized School District No. 5, Platte County, Parkville, Mo.
- J. E. BAKER, Principal, University City Senior High School, University City, Mo.
- JULIUS E. WARREN, Superintendent of Schools, University City, Mo.
- ALICE LAUSTEO, Principal, Highland School, Billings, Mont.
- IRMA COSTELLO, Head of Social Studies Department, Omaha Central High School, Omaha, Nebr.
- JOSEPHINE B. NAUS, Woodrow Wilson High School, Camden, N. J.
- MOE FRANKEL, C. J. Scott High School, East Orange, N. J.
- LEWIS B. KNIGHT, Principal, East Orange High School, East Orange, N. J.
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- FRANKLYN S. BARRY, Superintendent of Schools, Cortland, N. Y.
- HAROLD M. LONG, Head, Social Studies, Glens Falls High School, Glens Falls, N. Y.
- JENNIE L. PINGREY, Hastings High School, Hastings-on-Hudson, N. Y.
- EDITH FAUCETT, Principal, East Hill School, Ithaca, N. Y.
- LORETTA E. KLEE, Director of Social Studies, Public Schools, Ithaca, N. Y.
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- VINCENT R. ROGERS, Principal, Jamesport School, Jamesport, L. I., N. Y.
- JOHN HENRY MARTIN, Principal, Kingston High School, Kingston, N. Y.
- CARL J. NEUFELDT, Principal, William Wilson Elementary and Junior High School, Mount Vernon, N. Y.
- DOROTHY FAIRNE-TARON, New Rochelle High School, New Rochelle, N. Y.
- HALL BARTLETT, Citizenship Education Project, Teachers College, Columbia University, New York, N. Y.
- FLORENCE BRUMBAUGH, Principal, Hunter Elementary School, New York, N. Y.
- MARY E. MEADE, Principal, Washington Irving High School, New York, N. Y.
- HERMAN SCHREIBER, Principal, Empire School, Brooklyn, New York, N. Y.
- LORA TELL TIBBETS, Citizenship Education Project, Teachers College, Columbia University, New York, N. Y.
- JESS WITCHELL, James Monroe High School, New York, N. Y.
- WALLACE LUDDEN, Principal, Rome Junior High School, Rome, N. Y.
- WILLIAM M. STEELE, JR., Scarsdale High School, Scarsdale, N. Y.
- ROBERT H. SNOW, Director, Adult and Extension Education, Department of Education, Schenectady, N. Y.
- ALICE F. WEEKS, Nott Terrace High School, Schenectady, N. Y.
- CARL E. MINICH, Director of Adult Education, Amherst Central High School, Snyder, N. Y.
- ROY A. PRICE, Professor of Social Science and Education, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University, Syracuse, N. Y.
- MARY LOUISE BEVERLY, Principal, Spicer Demonstration School, Akron, Ohio.
- EDGAR A. MILLER, Principal, West High School, Cleveland, Ohio.
- M. A. POVENMIRE, Principal, Lakewood High School, Lakewood, Ohio.
- OLIVE STEWART, Director of Extra-Curricular Activities, Public Schools, Duncan, Okla.
- MELVIN W. BARNES, Assistant Superintendent of Schools, Oklahoma City, Okla.
- T. H. BROAD, Principal, Daniel Webster High School, Tulsa, Okla.

CITIZENSHIP

- LUTHER C. ROBERSON, Principal, Roosevelt Junior High School, Tulsa, Okla
- MARY E EYRE, Public Schools, Salem, Oregon
- MRS CHARLES J KENKELN, Public Schools, Flourtown, Pa.
- WILLIAM H SHIRK, Derry Township School District, Hershey, Pa.
- ROBERT K HALL, Assistant Principal, Arsenal Elementary School, Pittsburgh, Pa.
- RUTH BARRY, Public Schools, Uniontown, Pa
- MILDRED E. KELLY, Williamsport High School, Williamsport, Pa.
- THOMAS F. MCGOVERN, Principal, North Providence High School, North Providence, R I
- EDNA R. MACDONALD, Hope High School, Providence, R. I.
- W. J. CASTINE, Principal, Watkins School, Columbia, S C.
- CLAUDINE E LEHOCKY, Watkins School, Columbia, S. C.
- F L FOWLER, Principal, Greenville Junior High School, Greenville, S C.
- MAY W O BRUNSON, Director of Instruction, Public Schools, Orangeburg, S. C.
- MARGUERITE DUKES, Public Schools, Orangeburg, S C
- LOIS PRICE, Public Schools, Orangeburg, S. C.
- J. POPE DYER, Head, Social Science Department, Central High School, Chattanooga, Tenn.
- W. H. MILLSOP, Principal, Central High School, Chattanooga, Tenn.
- W. J. FIELD, Principal, Central High School, Columbia, Tenn.
- MRS. DON C. STANSBERRY, Bearden Elementary School, Knoxville, Tenn.
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- C L. SAUNDERS, Principal, East Side School, Mission, Texas.
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- HELEN HILLMAN, Swanson Junior High School, Arlington, Va.
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Assistant Secretary

SHIRLEY COOPER, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Director of Special Services

WILLIAM E. LLOYD, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Executive Committee

PAUL D. WEST, Superintendent, Fulton County Schools, Atlanta,
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sylvania

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AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

A Department of the
National Education Association of the United States

Corrected to October 15, 1953

*Indicates the Life Members

This roster is arranged by states, and lists for each member his name, educational degrees, present position, and the year he assumed his present position. It does not indicate street addresses except where no other information is available.

ALABAMA

INDIVIDUAL MEMBERS

- Armstrong, Louis E., B.S.'28, Southeastern State Col. (Okla.); M.A.'31, Okla. A. and M. Col.; Ph.D.'40, George Peabody Col. for Tchrs.; Pres., Ala. Educ. Foundation, and Dir., Indian Springs Sch., Helena, Ala.
- Balch, B. L., B.S.'18, Ala. Polytech. Inst.; M.A.'28, Univ. of Ala.; Mason Co. Supt. of Educ., Tuskegee, Ala., since 1946.
- Banks, L. Frazer, A.B.'11, Univ. of Colo.; Officer d'Academie '19, Republic of France; M.A.'28, George Peabody Col. for Tchrs.; LL.D.'33, Birmingham-Southern Col.; Supt. of Sch., Birmingham, Ala., since 1942.
- Baxter, Solomon, B.S.'29, Univ. of Ala.; M.S.'45, Ala. Polytech. Inst.; Houston Co. Supt. of Sch., Dothan, Ala., since 1933.
- Bookholdt, James H., B.S.'40, Ala. Polytech. Inst.; Chilton Co. Supt. of Educ., Clanton, Ala., since 1946.
- Booker, R. L., B.S.'25, M.S.'32, Kansas State Tchrs. Col.; Admin. Asst., Barton Academy, Mobile, Ala., since 1953.
- Boyd, G. Robert, A.B.'31, Western Ky. State Tchrs. Col.; M.A.'38, Ph.D.'43, Univ. of Ky.; Dean, State Tchrs. Col., Troy, Ala., since 1947.
- Brewster, C. M., A.B.'27, Howard Col.; Supt. of Sch., Sheffield, Ala., since 1927.
- Brooks, Joseph T., A.B.'23, Morehouse Col.; A.M.'34, Atlanta Univ.; Asst. to the Pres., Ala. State Col. for Negroes, Montgomery, Ala., since 1950.
- Browder, I. J., B.S.'28, Univ. of Ala.; Supt. of City Sch., Gadsden, Ala., since 1951.
- Brown, LeRoy, B.S.'35, Ala. State Tchrs. Col., Jacksonville; M.A.'29, Univ. of Ala.; Ed.D.'48, Tchrs. Col., Columbia Univ.; Supt. of City Sch., Tuscumbia, Ala., since 1952.
- Bryan, John Edwards, A.B.'15, Hampden-Sydney Col.; LL.D.'37, Howard Col.; LL.D.'37, Birmingham-Southern Col.; Pres., Ala. Inst. for Deaf and Blind, Talladega, Ala., since 1948.
- Burna, Cranford H., B.S.'35, M.A.'41, Univ. of Ala.; Ed.D.'48, Columbia Univ.; Supt. of Sch., Mobile, Ala.
- Bynum, L. D., B.S.'17, Univ. of Ala.; M.A.'39, Tchrs. Col., Columbia Univ.; Pike Co. Supt. of Educ., Troy, Ala., since 1947.
- Campbell, T. J., A.B.'25, Univ. of Ala.; Supt. of Sch., Attalla, Ala., since 1942.
- Cartar, O. B., B.S.'29, Ala. Polytech. Inst.; M.A.'41, Univ. of Ala.; Supt. of Sch., Eufaula, Ala., since 1942.
- Carter, R. A., A.B.'24, Talladega Col.; M.S.'35, Univ. of Mich.; Head, Dept. of Natural Science, and Dean, Ala. A. and M. Col., Normal, Ala., since 1927.
- Catt, (Lt. Col.) Harold J., Chief, Academic Instr. Div., Maxwell Air Force Base, Ala.
- Coleman, Hulda, A.B.'40, Huntingdon Col.; Lowndes Co. Supt. of Sch., Haynaville, Ala., since 1939.
- Collins, Baxter W., B.S.'32, Ala. Polytech. Inst.; M.A.'37, George Peabody Col. for Tchrs.; Dallas Co. Supt. of Sch., Selma, Ala., since 1950.
- *Culp, Delos P., B.S.'37, M.S.'40, Ala. Polytech. Inst.; Ed.D.'49, Tchrs. Col., Columbia Univ.; Prof. of Educ., Ala. Polytech. Inst., Auburn, Ala., since 1952.
- Dannelly, Clarence Moore, B.Ped.'07, Ala. State Tchrs. Col., Troy; A.B.'12, L.H.D.'31, Birmingham-Southern Col.; M.A.'26, George Peabody Col. for Tchrs.; Litt.D.'31, Southwestern Univ.; LL.D.'32, Centenary Col.; Ph.D.'33, Yale Univ.; Supt. of Sch., Montgomery, Ala., since 1936.
- Davis, Alonzo J., B.S.'31, M.S.'32, Howard Univ.; Ph.D.'47, Univ. of Minn.; Dean, Sch. of Educ., Tuskegee Inst., Tuskegee Institute, Ala., since 1949.
- Davis, Harwell Goodwin, LL.B.'03, LL.D.'39, Univ. of Ala.; Pres., Howard Col., Birmingham, Ala., since 1939.
- Deason, J. Powell, B.S.'37, Ala. State Tchrs. Col., Jacksonville; M.A.'47, George Peabody Col. for Tchrs.; Supvg. Prin. of B. M. Allen Sch., Adger, Ala., since 1952.
- Eddins, William N., B.A.'39, Henderson Col.; M.A.'46, Univ. of Ala.; Deputy Supt. of City Sch., Gadsden, Ala., since 1951.
- Elliott, Woodrow W., A.B.'38, Howard Col.; M.A.'46, Univ. of Ala.; Shelby Co. Supt. of Educ., Columbiana, Ala., since 1951.

ALABAMA

- *Fisher, Rayburn J., A.B.'29, Howard Col.; M.A.'35, Univ. of Ala., Ed.D.'50, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Jefferson Co., Birmingham, Ala., since 1949
- Flurry, Bruce, A.B., M.A.'27, Univ. of Ala.; Supt. of City Sch., Dothan, Ala., since 1935.
- Garrett, William Silas, A.B.'38, Huntingdon Col.; M.Ed.'48, Duke Univ.; Admin. Asst. to Supt. of Sch., Montgomery, Ala., since 1950
- Gibson, Roy, B.S.'26, M.A.'35, Univ. of Ala.; Saint Clair Co. Supt. of Sch., Ashville, Ala., since 1938.
- *Glenn, Charles B., B.S.'91, M.S.'92, Ala. Polytech. Inst.; A.B.'96, Harvard Univ.; LL.D.'18, Univ. of Ala.; Litt.D.'31, Birmingham-Southern Col.; Pres., American Assn. of Sch. Admin., 1937-38, Honorary Life Member, American Assn. of Sch. Admin.; Supt. Emeritus of Sch., 3349 Dell Road, Birmingham, Ala., since 1943
- Gonce, Wilson P., B.S.'34, Middle Tenn. State Col.; M.A.'40, Univ. of Ala.; Supt. of City Sch., Ft. Payne, Ala., since 1948.
- Greene, John Tom, B.S.'32, M.S.'35, Ala. Polytech. Inst., Supt. of City Sch., Lanett, Ala., since 1946.
- Greenhill, Noble P., B.A.'14, Univ. of Ala.; M.A.'25, Tchrs. Col., Columbia Univ.; Ph.D.'32, New York Univ.; Supvr. of Textbooks and Instr. Supplies, State Dept. of Educ., Montgomery, Ala., 1944-52 (retired). Address: 2173 Woodley Rd., Montgomery, Ala.
- Greer, Hugh G., B.S.'17, Miss. Col.; A.M.'27, Univ. of Chicago; Monroe Co. Supt. of Sch., Monroeville, Ala., since 1930.
- Grove, Frank L., A.B.'09, Univ. of Ala.; A.M.'17, Columbia Univ., Secy., Ala. Educ. Assn., Montgomery, Ala., since 1928.
- Hadley, J. H., B.S.'38, M.A.'41, Univ. of Ala.; Ed.D.'46, Columbia Univ.; Supt. of Sch., Tuscaloosa, Ala., since 1946.
- Hismner, Herman B., Russell Co. Supt. of Sch., Phenix City, Ala., since 1920.
- Hatch, Robert C., B.S.'35, Ala. State Col.; A.M.'39, Plak Univ.; Ed.D.'46, Tchrs. Col., Columbia Univ.; Exec. Secy., Ala. State Tchrs. Assn.; State Supvr. of Instr., Ala. State Dept. of Educ.; and Prof. of Educ. (summer), Ala. State Col., Montgomery, Ala., since 1945.
- Hicks, Delbert Gilford, B.S.'46, Ala. State Tchrs. Col., Florence, M.A.'49, George Peabody Col. for Tchrs.; Jackson Co. Supt. of Sch., Scottsboro, Ala., since 1949.
- Howard, George, A.B.'12, Davidson Col.; M.A.'22, Ph.D.'24, Columbia Univ.; Prof. of Educ., Univ. of Ala., University, Ala., since 1946
- Ivie, Claude Moore, A.B.'39, Piedmont Col.; M.Ed.'48, Univ. of Ga.; D.Ed.'53, Fla. State Univ., Dir. of Laboratory Sch. and Student Tchng., State Tchrs. Col., Troy, Ala., since 1952
- Jackson, Walter M., B.S.'20, Georgetown Col.(Ky.); M.A.'27, Tchrs. Col., Columbia Univ.; Supt. of Sch., Decatur, Ala.
- James, L. L., B.S.'39, George Peabody Col. for Tchrs., M.S.'41, Ala. Polytech. Inst.; Supt. of Sch., Rosnoke, Ala., since 1919.
- Jeffcoat, Roy E., B.S.'36, State Tchrs. Col., Troy, Ala.; M.S.'41, Ala. Polytech. Inst.; Supt. of Sch., Troy, Ala., since 1946.
- Johnson, Joseph H., A.B.'23, Univ. of Ky.; M.A.'32, Univ. of Ill.; Supt. of Sch., Andalusia, Ala., since 1943.
- *Johnson, Kermit Alonzo, Certificate '34, State Tchrs. Col., Jacksonville, Ala.; B.S. in Ed. '38, M.A. in Ed. Adm. '44, Univ. of Ala.; Ed.D.'49, Tchrs. Col., Columbia Univ.; Co. Supt. of Sch., Tuscaloosa, Ala., since 1945.
- Jones, W. J., B.S.'29, Univ. of Ala.; M.A.'34, Columbia Univ.; Wilcox Co. Supt. of Educ., Camden, Ala., since 1923.
- Judd, Zebulon, Ph.B.'03, Univ. of N. C.; A.M.'14, Columbia Univ.; L.H.D.'35, Birmingham-Southern Col.; Dean, Sch. of Educ., Ala. Polytech. Inst., Auburn, Ala., since 1915.
- Kirby, T. H., A.B.'24, Birmingham-Southern Col.; M.S.'47, Ala. Polytech. Inst.; Supt. of Sch., Opelika, Ala., since 1946.
- Kuykendall, Ira C., M.S.'38, Ala. Polytech. Inst.; Pickens Co. Supt. of Sch., Carrollton, Ala., since 1946
- Lawrence, Rianzo Jsy, B.A.'24, M.A.'38, Univ. of Ala.; Bullock Co. Supt. of Sch., Union Springs, Ala., since 1944.
- Lawson, T. A., B.S.'32, Tuskegee Inst.; Dir., State Voc. Trade Sch., Birmingham, Ala., since 1948.
- Letson, John W., B.S.'32, Ala. Polytech. Inst.; M.A.'40, Ed.D.'49, Columbia Univ.; Supt. of Sch., Bessemer, Ala., since 1949.
- McCall, W. Morrison, A.B.'23, Westminster Col.; A.M.'26, Ph.D.'30, Univ. of Mo.; Dir., Div. of Elem. Educ., State Dept. of Educ., Montgomery, Ala., since 1937.
- McKee, Walter T., B.S.'33, M.A.'36, Univ. of Ala.; Asst. Co. Supt. of Sch., Montgomery, Ala., since 1942.
- McNair, Cecil E., B.S.'27, Union Univ. (Tenn.); M.A.'31, Univ. of Ala.; Supt. of Sch., Union Springs, Ala., since 1944.
- Meadows, Austin R., B.S.'26, M.A.'32, Univ. of Ala.; Ph.D.'40, Columbia Univ.; Madison Co. Supt. of Educ., Huntsville, Ala., since 1952.
- Mellown, Elgin W., B.S.'25, Birmingham-Southern Col.; M.A.'28, Univ. of Ala.; Sumter Co. Supt. of Educ., Livingston, Ala., since 1939.
- Mitchell, George A., B.S.'32, M.A.'35, Howard Univ.; LL.B.'42, Birmingham Sch. of Law; Supt. of City Sch., Tarrant, Ala., since 1953.
- Montgomery, John R., B.S.'34, M.S.'52, Ala. Polytech. Inst.; Bus. Asst., Bd. of Sch. Commrs. of Mobile Co., Mobile, Ala., since 1947.
- Moore, R. E., A.B.'23, Birmingham-Southern Col.; B.D.'25, Drew Theol. Sem.; M.A.'42, Univ. of Ala.; Co. Supt. of Educ., Cullman, Ala., since 1929.
- Mullins, David W., A.B.'31, Univ. of Ark.; M.A.'34, Univ. of Colo.; Ed.D.'41, Tchrs. Col., Columbia Univ.; Exec. Vicepres., Ala. Polytech. Inst., Auburn, Ala.
- Myer, P. G., A.B.'22, Birmingham-Southern Col.; M.A.'35, Univ. of Ala.; Supt. of Sch., Alexander City, Ala., since 1948.
- Nelson, Byron B., A.B.'28, Howard Col.; M.S.'35, Ala. Polytech. Inst.; Supt. of Sch., Tallassee, Ala., since 1935.
- Nelson, Carey Patterson, B.S.'25, M.A.'29, Univ. of Ala.; Ed.D.'46, Tchrs. Col., Columbus Univ.; Supt. of City Sch., Anniston, Ala., since 1951.

- Newell, C. Frank, B.S., M.A., Univ. of Ala.; Ed.D., Tchrs. Col., Columbia Univ.; Supt. of Calhoun Co. Sch., Anniston, Ala., since 1952.
- Nipper, Henry L., A.B.'21, Howard Col.; M.A.'39, Univ. of Ala.; Supt. of Sch., Florida, Ala., since 1944.
- Nunn, G. Virgil, B.S.'32, M.S.'35, Ala. Polytech. Inst.; Supt. of Sch., Fairfield, Ala., since 1946.
- Nunnally, Newman Franklin, B.S.'35, M.A.'40, Univ. of Ala.; Co. Supt. of Sch., Talladega, Ala., since 1947.
- Patrick, G. T., B.S.'37, Univ. of Ala.; Supt. of Sch., Jasper, Ala., since 1933.
- Raines, Vincent, A.B.'21, A.M.'22, Univ. of Ill.; Asst. Secy., Ala. Educ. Assn., Montgomery, Ala., since 1943.
- Richardson, Creel, A.B.'25, Univ. of Ala.; A.M.'28, Trinity Col. (Conn.); Dale Co. Supt. of Sch., Ozark, Ala., since 1949.
- Robinson, Ewell W., B.S.'30, Auburn Col.; Owner, Standard Sch. Serv., 3827 1st Ave., N. Birmingham, Ala., since 1934.
- St. John, Vernon L., B.S.'28, M.A.'48, Univ. of Ala.; Supt. of Sch., Opp, Ala., since 1945.
- Scarborough, C. L., D.Ed.'51, Columbia Univ.; Asst. Co. Supt. of Sch., Mobile, Ala., since 1950.
- Simmons, Ira Fred, A.B.'14, Howard Col.; A.M.'24, Ph.D.'34, George Peabody Col. for Tchrs.; Jefferson Co. Supt. of Sch., Birmingham, Ala., since 1942.
- Smith, Charles Bunyan, B.S.'22, M.A.'27, George Peabody Col. for Tchrs.; D.Ed.'41, Tchrs. Col., Columbia Univ.; Pres., State Tchrs. Col., Troy, Ala., since 1937.
- Snellgrove, J. R., B.S.'38, State Tchrs. Col., Troy, Ala.; M.S.'43, Ala. Polytech. Inst.; Supt. of City Sch., Enterprise, Ala., since 1948.
- Snuggs, William E., B.S.'20, Ala. Polytech. Inst.; M.A.'28, Tchrs. Col., Columbia Univ.; Supt. of Sch., Selma, Ala., since 1943.
- Stone, Ernest, M.A.'33, Univ. of Ala.; Supt. of Sch., Jacksonville, Ala.
- Taylor, Hugh L., B.S.'26, M.A.'31, Univ. of Ala.; Ed.D., Univ. of Cincinnati; Covington Co. Supt. of Educ., Andalusia, Ala., since 1942.
- Terry, W. J., B.S. in Ed.'25, M.A. in Ed.'31, Univ. of Ala.; LL.D.'51, Birmingham-Southern Col.; State Supt. of Educ., State Dept. of Educ., Montgomery, Ala., since 1951.
- Tharp, S. M., A.B.'09, Univ. of Ala.; Baldwin Co. Supt. of Sch., Bay Minette, Ala., 1918-53 (retired).
- Thomas, Ralph C., A.B.'16, Univ. of Ala.; M.A.'24, Tchrs. Col., Columbia Univ.; Supt. of City Sch., Russellville, Ala., since 1928.
- Tidwell, Robert E., B.S.'05, LL.D.'27, Univ. of Ala.; LL.D.'23, Birmingham-Southern Col.; M.A.'25, Columbia Univ.; Dean of Extension and Prof. of Educ., Univ. of Ala., University, Ala., since 1930.
- Trenholm, H. Council, A.B.'20, Morehouse Col.; Ph.B.'21, A.M.'25, Univ. of Chicago; LL.D., Allen Univ.; Pres., Ala. State Col. for Negroes, Montgomery, Ala., since 1923.
- Turner, Rex A., B.A.'36, Howard Col.; M.S.'46, Ala. Polytech. Inst.; Pres., Montgomery Bible Col., Montgomery, Ala., since 1942.
- Waite, William H., B.A.'29, Univ. of Saskatchewan; M.A.'36, Univ. of Manitoba; Ph.D.'40, Univ. of Chicago; Acting Head, Dept. of Educ. and Psych., State Tchrs. Col., Florence, Ala., since 1952.
- Waldrop, Amos I., B.S., M.A. in Ed.'26, Univ. of Ala.; Walker Co. Supt. of Educ., Jasper, Ala., since 1947.
- White, Raymond H., B.S. in Ed.'18, Southwest Mo. State Tchrs. Col.; A.B.'19, Drury Col.; A.M.'24, Univ. of Chicago; Ed.D.'36, Columbia Univ.; Prof. of Sch. Admin., Ala. Polytech. Inst., Auburn, Ala.
- White, Stephen Reece, B.S.'34, M.S.'39, Ala. Polytech. Inst.; Dir. of Admin. and Finance, State Dept. of Educ., Montgomery, Ala., since 1951.
- Wood, C. R., B.S.'12, M.S.'14, Ala. Polytech. Inst.; Ph.D.'28, George Peabody Col. for Tchrs.; Dean, State Tchrs. Col., Jacksonville, Ala.
- Wooten, Lester E., B.A.'37, Univ. of Ala.; M.A.'45, George Peabody Col. for Tchrs.; Co. Supt. of Educ., Decatur, Ala., since 1953.
- Yate, L. W., B.S.'39, Ala. Polytech. Inst.; M.A.'44, George Peabody Col. for Tchrs.; Supt. of Sch., Cullman, Ala., since 1948.

INSTITUTIONAL MEMBER

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ALASKA

INDIVIDUAL MEMBERS

- Anderson, C. L., B.S. in Ed.'35, M.S. in Ed.'49, Univ. of Idaho; Supt. of Sch., Wrangell, Alaska, since 1952.
- Angell, William L., B.S.'29, Ellendale State Normal Col. (N.Dak.); M.S.'34, Univ. of N.Dak.; Supt. of Sch., Nome, Alaska, since 1944.
- Carlson, Carl R., B.A.'28, Univ. of Wash.; Supt. of Sch., Seward, Alaska, since 1947.
- Crites, Kenneth K., A.B.'32, B.S.'38, Salem Col. (W. Va.); M.A.'53, Univ. of N. Mex. Address: c/o General Delivery, Juneau, Alaska.
- Dafoe, Don M., B.A. in Ed.'37, N.Dak. State Tchrs. Col., Valley City; M.S. in Ed.'47, Univ. of Idaho; Commr. of Educ., Juneau, Alaska, since 1953.
- Jones, Frank P., Supt. of City Sch., Valdez, Alaska.
- Morgan, A. W., B.S.'28, Utah State Agr. Col.; M.S.'41, Univ. of Idaho; Supt. of Sch., Anchorage, Alaska, since 1951.
- Renrod, Max W., Area Dir. of Sch., Juneau, Alaska.
- Shuff, Robert V., B.Ed.'45, Univ. of Toledo; M.Ed.'53, Wash. State Col.; Supt. of Sch., Skagway, Alaska, since 1952.

ARIZONA

INDIVIDUAL MEMBERS

- Abbott, A. D., B.A.'30, Hanover Col.; M.A.'36, Ed.D.'51, Univ. of Colo.; Supt., Yuma Union H.S. Dist., Yuma, Ariz., since 1951.
- Adams, A. D. Lon, B.S.'34, M.A.'51, Ariz. State Col., Tempe; Supt. of Pub. Sch., Bagdad, Ariz., since 1945.
- Ashe, Robert W., M.A.'42, Ariz. State Col., Tempe; Supt., Glendale Union H. S., Glendale, Ariz., since 1946.

- Austin, Wilfred G., A.B.'26, Univ. of Ariz.; M.A.'33, Stanford Univ.; Supt. of Sch., Chandler, Ariz., since 1937.
- Bendixen, John H., A.B.'35, Ariz. State Tchrs. Col., Flagstaff, Supt. of Elem. Sch., Casa Grande, Ariz., since 1944.
- Best, (Mrs) Bessie Kidd, M.A.'48, Ariz. State Col.; Coconino Co. Supt. of Sch., Flagstaff, Ariz., since 1929.
- Booth, Raymond E., B.S.'29, Kansas State Tchrs. Col., Pittsburg; M.A.'35, Univ. of Ariz.; Supt. of Sch., Winslow, Ariz., since 1939.
- Bowie, Arthur J., B.A.'38, Ariz. State Col., Tempe; M.A.'42, Ariz. State Col., Flagstaff; Supt. of Sch., Williams, Ariz., since 1945.
- Burggraaf, Stanley R., A.B.'28, Rutgers Univ.; M.Ed.'36, Harvard Univ.; Supt. of Sch., Florence, Ariz., since 1949.
- Carmody, John F., Area Dir. of Sch., Window Rock, Ariz.
- Carson, Charles A., A.B.'21, Univ. of Ariz.; M.A.'24, Stanford Univ.; Asst. Supt. of Sch. in chg. of Sec. Educ., Tucson, Ariz., since 1934.
- Case, Arthur Maurice, B.S. in Ed., M.S. in Ed.'40, Univ. of Southern Calif.; Prin., Lower Miami Sch., Miami, Ariz., since 1934.
- Clark, James J., M.S. in Ed.'37, Univ. of Southern Calif.; Supt. of Osborn Sch., Phoenix, Ariz., since 1946.
- Coor, L. F., M.A.'46, Colo. State Col. of Educ., Prin. of Avondale Sch., Avondale, Ariz., since 1936.
- Cromar, Sturgeon, A.B.'32, Ariz. State Col., Flagstaff; M.A.'40, Univ. of Ariz.; Supt. of Sch., Flagstaff, Ariz., since 1947.
- Curtis, Loren S., A.B.'32, M.A.'37, Univ. of Ariz.; Supt. of H.S., Casa Grande, Ariz., since 1948.
- Dingess, L. C., Asst. Supt. of Sch. in Chg. of Bus. Affairs, Yuma H. S., Yuma, Ariz.
- Donaldson, Marien, A.B.'35, Ariz. State Col., Tempe; M.S.'42, Univ. of Southern Calif.; Supt. of Amphitheater Pub. Sch., Tucson, Ariz., since 1951.
- Dyer, Kenneth, B.A.'32, Ariz. State Col.; Supt., Elem. Sch., Tolleson, Ariz., since 1942.
- Eastburn, Lacey A., Ed.D.'36, Stanford Univ., Pres. Ariz. State Col., Flagstaff, Ariz., since 1947.
- Fairbanks, Joseph Harrison, B.S.'21, Univ. of Del.; M.S.'33, Univ. of Southern Calif.; Dist. Supt. of Sch., Morenci, Ariz., since 1939.
- Gammage, Grady, B.A.'16, M.A.'22, LL.D.'27, Univ. of Ariz.; Ed.D.'40, New York Univ.; Pres., Ariz. State Col., Tempe, Ariz., since 1933.
- Garretson, Oliver K., A.B.'18, Univ. of Okla.; A.M.'26, Univ. of Texas; Ph.D.'29, Columbia Univ.; Dean, Col. of Educ., Univ. of Ariz., Tucson, Ariz., since 1930.
- Gear, Harold L., A.B., B.S. in Ed.'34, Kent State Univ. (Ohio); M.A.'37, Ohio State Univ.; Ed.D.'50, Harvard Univ.; Supt. of Union H. S. and Col. Dist., Phoenix, Ariz., since 1933.
- Gutierrez, Paul E., M.A.'37, Univ. of Ariz.; Pres., Eastern Ariz. Jr. Col., Thatcher, Ariz.
- Hall, Chester A., B.S.'26, Southwest Mo. State Tchrs. Col.; M.A.'34, Univ. of Ariz.; Supt. of Sch., Bisbee, Ariz., since 1942.
- Harkins, Clifton L., B.A.'32, Ariz. State Col., Flagstaff; M.A.'51, Ariz. State Col., Tempe; Supt. of Sch. Dist. 38, Madison Elem. Sch., Phoenix, Ariz., since 1949.
- Hendrickson, H. A., M.A.'47, Ariz. State Col., Flagstaff; Prin., Union H. S., Snowflake, Ariz., since 1946.
- Herrera, John K., Supt., Tolleson Union H. S., Tolleson, Ariz., since 1952.
- Hickerson, Carl W., B.S.'26, Southwestern State Tchrs. Col. (Okla.); M.A.'37, Univ. of Ariz.; Co. Supt. of Sch., Prescott, Ariz., 1933-51. Address: Box 1752, Prescott, Ariz.
- Holbert, Myron R., A.B.'33, Ariz. State Col., Tempe; Asst. State Supt. of Pub. Instr., State Dept. of Pub. Instr., Phoenix, Ariz., since 1949.
- Hostettler, Ivan P., B.S. in Ed.'19, Kansas State Tchrs. Col., Emporia; M.A. in Ed.'26, Stanford Univ.; Supt. of Lower Miami and Inspiration Pub. Sch., Miami, Ariz., since 1934.
- Jenkin, Ronald, A.B.'39, M.A.'41, Ariz. State Col., Tempe; Supt. of Sch., Peoria, Ariz., since 1952.
- Jones, James Joseph, B.S.Ed.'46, M.Ed.'49, Univ. of Ga.; Ed.D.'52, Ind. Univ.; Asst. Prof. of Educ., Ariz. State Col., Tempe, Ariz., since 1952.
- Joy, O. B., B.A.'39, M.A.'46, Ariz. State Col., Flagstaff; Prin., Bullion Plaza Sch., Miami, Ariz., since 1943.
- Judd, Abia W., A.B.'36, Ariz. State Col.; M.A.'42, State Univ. of Iowa; Supt. of Sch., Prescott, Ariz., since 1951.
- Lines, J. LaVar, B.S.'36, N. Mex. State Tchrs. Col.; M. A.'41, Univ. of N. Mex.; Supt. of Virden, N. Mex., Pub. Sch., Duncan, Ariz., since 1948.
- Lundeen, Glenn G., B.S.'32, N. Dak. Agr. Col.; M.A.'50, Ariz. State Col., Tempe; Supt. of Indian Sch., Phoenix, Ariz., since 1952.
- McDonnell, Lewis J., A.B.'31, M.A.'41, Ariz. State Col., Flagstaff; Dir. of Field Relations and Asst. Prof. of Educ., Ariz. State Col., Flagstaff, Ariz., since 1952.
- McKemy, Harvey M., A.B.'30, Univ. of Ariz.; M.S.'34, Univ. of Southern Calif.; Supt. of Sch., Tempe, Ariz., since 1934.
- Maxwell, Walter, B.S. in Ed.'38, Ariz. State Col., Tempe; M.S. in Ed.'41, Univ. of Southern Calif.; Exec. Secy., Ariz. Educ. Assn., Phoenix, Ariz., since 1942.
- *Menke, Robert F., B.S. in Ed.'42, Wis. State Tchrs. Col., Oshkosh; M.A.'45, Ph.D.'51, Northwestern Univ.; Dir. of Placement, and Assoc. Prof. of Educ., Ariz. State Col., Tempe, Ariz., since 1947.
- Montgomery, E. W., A.B.'09, A.M.'13, Ind. Univ.; H.D.'46, Col. of Osteopathic Physicians and Surgeons (Calif.); LL.D.'49, Univ. of Ariz.; Supt. of Union H. S. and Pres., Phoenix Col., Phoenix, Ariz., 1925-53 (retired). Address: 318 West Monte Vista Rd., Phoenix, Ariz.
- Morelock, Charles E., A.B.'25, Mo. Wesleyan Col.; M.Ed.'32, Univ. of Kansas; Area Dir. of Schs., Bureau of Indian Affairs, Phoenix, Ariz.
- Morrow, Robert D., B.A.'28, George Washington Univ.; M.A.'28, Gallaudet Col.; M.A.'40, Univ. of Ariz.; Supt. of Sch., Tucson, Ariz., since 1941.
- O'Brien, Mary C., Pinal Co. Supt. of Sch., Florence, Ariz.

- Reece, (Mrs.) Florence Kay, A.B.'25, Univ. of Redlands (Calif.); Pima Co. Supt. of Sch., Tucson, Ariz., since 1951.
- Riggs, Edwon L., A.B.'34, Ariz. State Col., Tempe; M.A.'39, Colo. State Col. of Educ.; Prin., Creighton Sch. 14, Phoenix, Ariz., since 1945.
- Ryan, Carson V., B.S.Ed.'32, Univ. of Okla.; Reservation Prin. of Sch., Papago Indian Agency, Sells, Ariz., since 1949.
- Shepherd, Rulon T., M.S.'34, Univ. of Southern Calif.; Supt. of Elem. Sch., Mesa, Ariz., since 1946.
- Smith, Harold W., A.B.'16, East Texas State Tchrs. Sch.; M.A.'30, Univ. of Calif.; Supt. of Grammar Sch., Glendale, Ariz., since 1925.
- Stevenson, H. E., A.B.'29, Ariz. State Col., Flagstaff; A.M.'30, Stanford Univ.; Supt. of Sch., Douglas, Ariz., since 1948.
- Stone, R. O., B.S.'34, Walla Walla Col.; Supt., Ariz. Acad., Scottsdale, Ariz., since 1953.
- Sullivan, William R., B.S. in Ed.'36, Univ. of Southern Calif.; M.A. in Adm.'40, Univ. of Ariz.; Supt., Murphy Elem. Sch., Phoenix, Ariz., since 1940.
- Sutton, J. B., B.A.'34, Ariz. State Col., Tempe; M.A.'38, Univ. of Ariz.; Supt. of Isaac Sch., Phoenix, Ariz., since 1925.
- Tommaney, Thomas A., A.B.'33, Univ. of Kansas; M.S.'50, Okla. A. & M. Col.; Prin., Phoenix Indian Sch., Phoenix, Ariz., since 1952.
- Townsend, W. A., M.A.'39, Ariz. State Col., Flagstaff; Supt. of Santa Cruz Valley Union H.S., Eloy, Ariz., since 1948.
- Wochner, Raymond E., B.S.'34, York Col.; M.A.'40, Univ. of Nebr.; Ph.D.'47, Univ. of Wyo.; Prof. of Educ. Admin., Ariz. State Col., Tempe, Ariz., since 1952.
- Castleberry, G. F., B.S.'37, Ark. State Col.; M.S.'50, Univ. of Ark.; Supt. of Pub. Sch., Newport, Ark., since 1951.
- Chitwood, R. B., M.S.'46, Univ. of Ark.; Supt. of Sch., Danville, Ark., since 1947.
- Coats, Earl, B.A.'46, Col. of the Ozarks; M.S.'50, Univ. of Ark.; Supt. of Sch., Alma, Ark., since 1951.
- Davis, Lawrence A., A.B.'37, Agril., Mech., and Normal Col.; A.M.'41, Univ. of Kansas; LL.D.'48, Lane Col.; Pres., Agril., Mech., and Normal Col., Pine Bluff, Ark., since 1943.
- Dunn, E. F., Supt., Pulaski Co. Special Sch. Dist., Little Rock, Ark.
- Forrest, M. D., B.A.'32, Hendrix Col.; M.A.'35, Univ. of Colo.; Supt. of Sch., Corning, Ark., since 1949.
- Gihson, Hays, B.S.'29, Erskine Col.; M.S.'47, Univ. of Ark.; Supt. of Sch., Conway, Ark., since 1949.
- Goff, Lloyd L., A.B.'25, Ark. Col.; M.A.'36, Univ. of Mo.; Supt. of Sch., Jonesboro, Ark., since 1946.
- Gray, Charles L., A.B.'47, Henderson State Tchrs. Col. (Ark.); M.S.'50, Univ. of Ark.; Supt., Harmony Grove Sch. Dist., Camden, Ark., since 1950.
- Hairlip, Ralph H., B.S.E.'28, M.A.'41, Univ. of Ark.; Supt. of Sch., Paragould, Ark., since 1945.
- Hazelbaker, N. D., B.S.'27, Northeastern State Col. (Okla.); M.Ed.'43, Univ. of Mo.; Ed.D.'53, Univ. of Ark.; Coordinator of Genl. Educ. and Asst. Dean, Ark. State Col., Jonesboro, Ark., since 1953.
- Kelly, J. O., M.S.'38, Univ. of Ark.; Supt. of Sch., Springdale, Ark., since 1944.
- Locke, W. M., Supt. of Sch., Texarkana, Ark., since 1942.
- McCuiston, Ed. T., A.B.'17, Hendrix Col.; M.A.'22, George Peabody Col. for Tchrs.; Dir. of Negro Educ., Little Rock, Ark., since 1952.
- McGehee, J. D., B.A.'39, Bethel Col. (Tenn.); M.A.'47, George Peabody Col. for Tchrs.; Supt. of Sch., Lepanto, Ark., since 1950.
- McKenzie, A. R., B.A.'24, M.S.'49, Univ. of Ark.; Supt. of Sch., Sheridan, Ark., since 1953.
- Newman, J. Marion, A.B.'34, Ark. State Tchrs. Col.; M.A.'40, George Peabody Col. for Tchrs.; Supt. of Sch., Pocahontas, Ark., since 1949.
- Nicholson, W. B., B.S.'17, M.A.'28, George Peabody Col. for Tchrs.; Supt. of Sch. Dist. 5, Blytheville, Ark., since 1953.
- Patchell, George W., B.S.E.'42, Ark. State Tchrs. Col.; M.S.'50, Univ. of Ark.; Supt. of Sch., Bentonville, Ark., since 1953.
- Payne, Ralph J., B.S. in Ed.'31, Ark. State Tchrs. Col.; M.S. in Ed.'48, Univ. of Ark.; Prin., Joe T. Robinson H.S., Little Rock, Ark., since 1946.
- Perrin, Basil Howard, B.A.'27, Ark. State Tchrs. Col.; M.A.'32, Univ. of Colo.; Supt. of Sch., Benton, Ark., since 1936.
- Petty, Paul V., B.S. in Ed.'36, Ark. State Tchrs. Col.; M.A.'41, Duke Univ.; Ph.D.'31, Univ. of Texas; Assoc. Prof. of Educ., Univ. of Ark., Fayetteville, Ark., since 1950.
- Poteet, Custer, B.S.E.'44, Ark. State Tchrs. Col.; M.S.'52, Univ. of Ark.; Conway Co. Supt. of Sch., Morrilton, Ark., since 1943.

ARKANSAS

INDIVIDUAL MEMBERS

- Bailey, Wallace, B.S.'34, M.S.'46, Univ. of Ark.; Supt. of Sch., Russellville, Ark., since 1946.
- Bell, C. E., A.B.'34, Ouachita Col.; M.A.'40, Univ. of Ark.; Supt. of Sch., Parkin, Ark., since 1941.
- Benson, George S., B.S.'25, Okla. A. and M. Col.; A.B.'26, LL.D.'30, Harding Col.; M.A.'31, Univ. of Chicago; Pres., Harding Col., Searcy, Ark., since 1936.
- Black, Glenn W., B.A.'37, Ark. A. and M. Col.; M.A.'50, Univ. of Ark.; Supt. of Sch., Siloam Springs, Ark., since 1953.
- Blackburn, Clifford S., B.S.Ed.'25, Univ. of Ark.; M.A.'30, Univ. of Ill.; Ph.D.'51, George Peabody Col. for Tchrs.; Supt. of Sch., North Little Rock, Ark., since 1951.
- Blackmon, Donald E., B.A.'37, Henderson State Tchrs. Col. (Ark.); M.S.E.'40, Univ. of Ark.; Supt. of Sch., Wynne, Ark., since 1946.
- Blossom, Virgil T., B.S.E.'30, Mo. Valley Col.; M.S.'39, Univ. of Ark.; Supt. of Sch., Little Rock, Ark., since 1953.
- *Bruce, Imon E., B.A.'32, Henderson State Tchrs. Col.; M.A.'37, La. State Univ.; Ed.D.'52, Ind. Univ.; Supt. of Sch., Hot Springs, Ark., since 1953.
- Burrough, Rudolph V., B.S.E.'46, Ark. State Tchrs. Col.; M.A.'47, Tchrs. Col., Columbia Univ.; Supt. of Elem. Educ., Little Rock, Ark., since 1951.

ARKANSAS

- Pyle, H. R., B.S.'30, M.S.'39, Univ. of Ark.; Exec. Secy, Ark. Educ. Assn., Little Rock, Ark., since 1947.
- Rainwater, A. W., B.A.'30, Ark. State Tchrs. Col.; M.S.'43, Univ. of Ark.; Supt. of Sch., Walnut Ridge, Ark., since 1930.
- Ramsey, James William, A.B.'13, LL.D., '46, Ouachita Col.; M.A.'21, George Peabody Col. for Tchrs.; Supt. of Sch., Fort Smith, Ark., since 1923.
- Reng, Carl R., D.Ed.'48, Univ. of Mo.; Pres., Ark. State Col., State Col., Ark., since 1951.
- Reuter, George S. Jr., B.S. in Ed.'41, M.S. in Ed.'49, Central Mo. Col.; Ed.D.'52, Univ. of Mo.; Assoc. Prof. of Educ., Ark. A.&M. Col., College Heights, Ark., since 1952.
- Ritchie, J. Bryan, B.A.'26, Ouachita Col.; M.A.'38, Tchrs. Col., Columbia Univ.; Nevada Co. Sch. Supvr., Prescott, Ark., since 1950.
- Roelofs, Robert Max, B.S.'41, Kansas State Col. of Agr. and Applied Science; M.Ed.'48, Ed.D.'51, Univ. of Colo.; Asst. Prof. of Educ. Admin., Univ. of Ark., Fayetteville, Ark., since 1951.
- Rozzell, Forrest, A.B.'31, Col. of the Ozarks; LL.B.'41, Ark. Law Sch.; M.A.'48, Univ. of Ark.; Dir. of Field Serv., Ark. Educ. Assn., Little Rock, Ark., since 1940.
- Russell, M. H., LL.D.'29, Ark. Polytech. Col.; B.A.'38, Ark. A. and M. Col.; M.A.'42, Okla. A. and M. Col.; Supt. of Sch., Lake Village, Ark., 1942-47, and since 1949.
- Sage, T. Raymond, B.A.'24, Hendrix Col.; M.S.'50, Univ. of Ark.; Supt. of Sch., Cotton Plant, Ark., since 1950.
- Sanders, Claude Franklin, B.S.'35, Memphis State Col.; M.A.'47, George Peabody Col. for Tchrs.; Supt. of Sch., Osceola, Ark., since 1946.
- Scott, Emma, A.B.'29, Univ. of Ark.; M.A.'39, Ind. Univ.; Editor, *Journal of Ark. Educ.*, and Asst. Dir. of Field Serv., Ark. Educ. Assn., Little Rock, Ark., since 1948.
- Shannon, Avon G., B.A.'27, Ark. Col.; M.A.'30, Univ. of Mo.; Supt. of Sch., Carlisle, Ark., since 1947.
- Shuffield, Cecil Edwin, A.B.'30, Ouachita Col.; M.A.'40, George Peabody Col. for Tchrs.; Co. Sch. Supvr., Nashville, Ark., since 1937.
- Smith, C. B., B.S.'27, Ark. Tech. Col.; B.S.E.'30, Okla. A. and M. Col.; Supt. of Sch., Greenwood, Ark., since 1927.
- Smith, Milton S., A.B.'15, Ark. Col.; M.A.'39, George Peabody Col. for Tchrs.; Supt. of Sch., Forrest City, Ark., since 1919.
- Smith, Robert L., B.S.'34, East Central State Col. (Okla.); M.A.'44, Univ. of Mo.; Supt. of Sch., Harrison, Ark., since 1942.
- Snow, Silas D., B.A.'29, Ark. State Tchrs. Col.; M.A.'46, George Peabody Col. for Tchrs.; Supt. of Sch., Crossett, Ark., since 1933.
- Stubblefield, Garland A., B.S.E.'24, M.S.'31, Univ. of Ark.; Supt. of Sch., El Dorado, Ark., since 1944.
- Sugg, B. A., B.S.E.'23, M.S.'33, Univ. of Ark.; Phillips Co. Sch. Supvr., Helena, Ark., since 1943.
- Summitt, W. K., A.B.'25, Union Univ.; M.A.'28, George Peabody Col. for Tchrs.; Ph.D.'33, Univ. of Mo.; Prof. of Educ. and Registrar, Harding Col., Searcy, Ark., since 1933.
- Terrell, M. T., A.B.'27, Ouachita Col.; M.A.'30, George Peabody Col. for Tchrs.; Supt. of Sch., Bauxite, Ark., since 1948.
- Thomasson, C. W., Ph.D.'40, George Peabody Col. for Tchrs.; Chmn., Dept. of Educ., Henderson State Tchrs. Col.; Arkadelphia, Ark., since 1947.
- Ward, Henry H., B.A.'37, Northeastern State Col.; M.A.'49, Univ. of Arkansas; Supt. of Sch., Stephens, Ark., since 1946.
- Warren, B. Davis, B.A.'38, Univ. of Ark.; M.A.'48, Univ. of Texas; Supt. of Sch., Emerson, Ark., 1948-53. Address: 434 Holly St., Fayetteville, Ark.
- Wetherington, A. B., M.S.'38, Univ. of Ark.; Dir. of Finance and Transportation, State Dept. of Educ., Little Rock, Ark., since 1943.
- White, Wayne H., B.S.E.'40, M.S.'45, Univ. of Ark.; Supt. of Sch., Fayetteville, Ark., since 1953.
- Whiteside, Frederick W., A.B.'12, Univ. of Chicago; Supt. of Sch., Camden, Ark., since 1926.
- Whitten, A. L., B.S.E.'31, Ark. State Tchrs. Col.; M.S.'40, Univ. of Ark.; Supt. of Sch., Marianna, Ark., since 1944.
- Williams, Ben G., B.A.'41, Agri. Mach. and Normal Col.; M.S.'50, Ind. Univ.; Supt. of Sch., Magnolia, Ark., since 1946.
- Wilson, John L., B.S.'23, Kansas State Col. of Agr. and Applied Science; M.A.'34, Univ. of Kansas; Dean of Col. and Prof. of Chemistry, Agri. Mech., and Normal Col., Pine Bluff, Ark., since 1946.

INSTITUTIONAL MEMBERS

- Torreyson Library, Ark. State Tchrs. Col., Conway, Ark.
- Univ. of Ark., Genl. Library, Fayetteville, Ark.

CALIFORNIA

INDIVIDUAL MEMBERS

- Abbott, John L., A.B.'21, M.S.'34, Ed.D.'38, Univ. of Southern Calif.; Asst. Supt. of City Sch., Los Angeles, Calif., since 1930.
- Adams, Harold W., Ph.B.'17, Linfield Col.; M.S. in Ed.'28, Univ. of Idaho; Supt. of Sch., Eureka, Calif., since 1943.
- Addicott, Irwin Oliver, A.B.'22, Univ. of Calif.; M.A.'24, B.D.'25, Pacific Sch. of Religion; Ed.D.'39, Stanford Univ.; Dean of Educ. Serv., Fresno State Col., Fresno, Calif., since 1932.
- Adelsbach, C. G., A.B.'28, A.M.'31, Stanford Univ.; Asst. Supt. of Co. Unified Sch. Dist., Mariposa, Calif., since 1949.
- Alfiano, LeRoy, Ph.B.'29, Creighton Univ.; M.A.'35, Univ. of Neb.; Supt. of Sch., Pomona, Calif., since 1946.
- Amerman, Alwyn R., A.B.'30, Chico State Col.; Dist. Supt. of Isleton Union Elem. Sch. and Pres., Sacramento Co. Bd. of Educ., Isleton, Calif., since 1942.
- Anderson, Godfrey Tryggve, Ph.D.'44, Univ. of Chicago; Pres., La Sierra Col., Arlington, Calif., since 1946.
- Anderson, Leslie W., B.A.'32, Luther Col (Iowa); M.E.'49, Univ. of Southern Calif.; Prin. of Grammar Sch., Solvang, Calif., since 1952.
- Andes, J. D., A.B.'35, McPherson Col.; M.A.'43, Colo. State Col. of Educ.; Dir. of Instr. and Special Educ., Richmond, Calif., since 1932.

- Ann, Sister Elizabeth, Coordinator of Guidance Serv., and Asst. Prof. of Sch. Admin., Immaculate Heart Col., Los Angeles, Calif.
- Armcast, George Henry, B.A.'26, LL.D.'47, Dickinson Col.; M.A.'30, Ph.D.'40, Columbia Univ.; Pres., Univ. of Redlands, Redlands, Calif., since 1945.
- Ashton, Fred L., Dist. Supt. of Rosemead Elem. Sch. Dist., Covina, Calif.
- Atkins, Charles H., Diploma '09, San Jose State Col.; Amador Co. Supt. of Sch., Jackson, Calif., since 1946.
- Babcock, George Thomas, A.B.'15, Pomona Col.; M.A.'16, Univ. of Calif.; Pacific Coast Mgr., D. C. Heath and Co., San Francisco, Calif., since 1937.
- Bacon, Francis Leonard, A.B.'12, LL.D.'31, Southwestern Col.; A.M.'16, Columbia Univ.; L.H.D.'37, Williams Col.; Visiting Prof. of Educ., Univ. of Calif., Los Angeles, Calif.
- Bailey, Floyd P., B.S.'13, M.S.'26, M.A.'39, Univ. of Calif.; Pres. of Jr. Col., Santa Rosa, Calif., since 1921.
- Bartky, A. John, Ph.D.'37, Northwestern Univ.; Prof. of Educ., Stanford Univ., Stanford University, Calif., since 1953.
- Barton (Mrs.) Virginia Rocca, A.B.'40, M.A.'52, San Jose State Col.; Supt. of Alisal Union Elem. Sch. Dist., Salinas, Calif., since 1947.
- Baum, Paul B., A.B.'19, Aurora Col.; M.A.'21, Univ. of Wis.; Dean, La Verne Col., La Verne, Calif., since 1952.
- Baxter, Bernice, A.B.'28, San Francisco State Col.; Ph.D.'35, Yale Univ.; Dir. of Educ. in Human Relations, Pub. Sch., Oakland, Calif., since 1949.
- Bay, James Campbell, A.B.'12, Oberlin Col.; A.M.'16, Columbia Univ.; Ph.D.'27, N. Y. Univ.; Supt. of Sch., Easton, Pa., 1922-53 (retired). Address: Bay's Bureau of Educ. Serv., 150 Powell St., San Francisco, Calif.
- Beacock, Curtis O., A.B.'42, San Jose State Col.; Dist. Supt., Coastside Union Elem. Sch., Half Moon Bay, Calif., since 1947.
- Beard, Howard S., A.B.'23, Carthage Col.; Supt. of Elem. Sch., Porterville, Calif., since 1948.
- Beaumatage, George N., Jr., B.S.'42, Ga. Inst. of Tech.; M.A. in Ed.'51, Stanford Univ.; Curriculum Coordinator, Ravenswood Elem. Sch. Dist., Palo Alto, Calif., since 1952.
- Bechtel, Laura A., B.S.'31, Keystone State Normal Sch. (Pa.); M.A.'41, New York Univ.; Acting Supt., Unified Sch. Dist., Lynwood, Calif., since 1952.
- Becker, M. A., Supt. of Sylvan Elem. Sch. Dist., Citrus Heights, Calif., since 1947.
- Beckner, Howard B., B.A.'23, La Verne Col.; M.S. in Ed.'35, Univ. of Southern Calif.; Dist. Supt. of Elem. Sch., Temple City, Calif., since 1945.
- Begg, Foster A., B.S.'28, Univ. of Ill.; M.A.'31, New York Univ.; Dist. Supt. of Sch., Manhattan Beach, Calif., since 1937.
- Beleal, A. P., M.S.'34, N. Dak. Agr. Col.; H. S. Dist. Supt. of Sch., Escondido, Calif., since 1947.
- Bell, George H., B.S.'12, M.S.'13, Univ. of Calif.; Ed.D.'31, Univ. of Southern Calif.; Pres., Mt. San Antonio Col., Pomona, Calif., since 1946.
- Bell, Ralph Rogers, B.S.A.'44, B.Ed.'47, Univ. of British Columbia; M.S.'49, Oregon State Col.; Prin. and Supt., Sulphur Springs Union Elem. Sch. Dist., Saugus, Calif., since 1951.
- Benedetta, Mother Mary, M.A. in Ed.'34; DePaul Univ.; Prin., Villa Cabrini Acad., Burbank, Calif., since 1943.
- Benedetti, Eugene, A.B.'35, Univ. of Calif. at Los Angeles; M.S.'42, Ed.D.'50, Univ. of Southern Calif.; Assoc. Prof. of Educ., Los Angeles State Col. of Applied Arts and Sciences, Los Angeles, Calif., since 1950.
- Benton, Reginald M., Supt. of Norwalk City Elem. Sch. Dist., Norwalk, Calif.
- Berg, Selmer H., B.A.'17, St. Olaf Col.; M.A.'24, Univ. of Minn.; Supt. of Sch., Oakland, Calif., since 1949.
- Bernard, Lloyd D., A.B.'24, M.A.'26, Ph.D.'35, Univ. of Calif.; Mgr., Bureau of Sch. and Col. Placement, Univ. of Calif., Berkeley, Calif., since 1946.
- Berry, Aubrey L., A.B.'31, M.A.'47, Ed.D.'48, Univ. of Calif. at Los Angeles; Asst. Prof. of Educ. and Head, Office of Tchr. Placement, Univ. of Calif. at Los Angeles, Los Angeles, Calif., since 1939.
- Berry, Godfrey G., B.S.'27, Kansas State Tchrs. Col., Pittsburg; M.A.'37, Univ. of Mo.; Dist. Supt., South Bay Union Elem. Sch., Palm City, Calif., since 1947.
- Bessire, M. Ethel, Pres., Mar-Ken Sch., Sherman Oaks, Calif.
- Bessire, William Kent, Co-Dir., Mar-Ken Sch., Sherman Oaks, Calif.
- Bettinger, George Edward, A.B.'15, M.A.'28, Univ. of Southern Calif.; Supt. of Sch., Alhambra, Calif., since 1934.
- Bewley, Fred W., A.B.'34, Whittier Col.; M.S.'38, Univ. of Southern Calif.; Dist. Supt. of Elem. Sch., Whittier, Calif., since 1949.
- Beyer, Fred C., M.A.'39, Stanford Univ.; Stanislaus Co. Supt. of Sch., Modesto, Calif., since 1950.
- Billington, Lillian E., Ed.D.'47, Stanford Univ. Address: P.O. Box 113, Stanford Univ., Stanford University, Calif.
- Bishop, Frank Edward, B.A.'16, Nebr. Wesleyan Univ.; M.A.'30, Stanford Univ.; Ed.D.'49, Univ. of Calif., Los Angeles; Assoc. Prof. of Educ., Univ. of Redlands, Redlands, Calif.
- Bishop, Franklyn S., B.S.E.'40, M.Ed.'41, Mass. State Tchrs. Col., Fitchburg; Dist. Supt. and Prin., Dallas Elem. Schs., Corcoran, Calif., since 1950.
- Bishop, Henry P., A.B.'27, Fresno State Col.; M.A.'31, Stanford Univ.; Dist. Supt. of Coalinga-Huron Elem. Sch., Coalinga, Calif., since 1946.
- Blair, Maurice Guetnsy, B.S. in Ed.'27, M.A. in Ed.'37, Univ. of Southern Calif.; Assoc. Supt. of Curriculum Div., City Sch., Los Angeles, Calif., since 1945.
- Blakely, Thomas A., B.S.'36, M.A.'38, Ed.D.'49, Univ. of Calif.; Faculty Member, Orange Coast Jr. Col., Costa Mesa, Calif., since 1953.
- Blomquist, C. Leonard, A.B.'37, San Diego State Col.; Viceprin., Union H.S., Corning, Calif.
- Boswell, Carl K., B.S.'33, Oregon State Col.; M.A.'40, Stanford Univ.; Ed.D.'50, Univ. of Southern Calif.; Dist. Supt. of Elem. Sch., Lancaster, Calif., since 1952.

CALIFORNIA

- Bratton, J. Wesley, A.B.'35, Seattle Pacific Col.; M.S. in Ed.'38, Ed.D.'51, Univ. of Southern Calif.; Dean, Educ. Serv. and Summer Sessions, Long Beach State Col., Long Beach, Calif.
- Bretsch, Howard S., Ph.D.'48, Syracuse Univ.; Asst. Prof., Univ. of Calif., Berkeley, Calif., since 1952.
- Brierley, Wallace H., A.B.'32, San Jose State Col.; M.S. in Ed.'50, Univ. of Southern Calif.; Dist. Supt. of Elem. Sch., McFarland, Calif., since 1947.
- Briscoe, Charles A., B.A.'38, Univ. of Wash.; M.A.'49, Stanford Univ.; Bns. Mgr., Unified Sch. Dist., Alameda, Calif., since 1946.
- Briscoe, William S., A.B.'23, Univ. of Idaho; A.M.'27, Ed.D.'50, Stanford Univ.; Prof. of Educ., Univ. of Calif. at Los Angeles, Los Angeles, Calif., since 1953.
- Brooks, Harold Bennett, A.B.'19, Occidental Col.; M.A.'26, Univ. of Calif.; Ed.D.'38, Univ. of Southern Calif.; Prin., Benjamin Franklin Jr. H.S., Long Beach, Calif., since 1929.
- Brown, Prentiss, A.B.'16, Univ. of Oregon; M.A.'31, Stanford Univ.; Dist. Supt. of H. S., Los Gatos, Calif., since 1931.
- Brown, T. Malcolm, B.S.'15, Univ. of Minn.; M.A.'31, Univ. of Calif.; Asst. Supt. in chg. of Sec. Sch., San Diego, Calif., since 1949.
- Brown, W. Earl, Master's '34, Univ. of Southern Calif.; Supt., South Bay Union H. S. Dist., Redondo Beach, Calif., since 1952.
- Brown, William Bartholomew, Master's '33, Univ. of Southern Calif.; Asst. Supt. in chg. of Personnel, Bd. of Educ., Los Angeles, Calif., since 1947.
- Brownell, W. A., A.B.'17, LL.D.'42, Allegheny Col.; A.M.'23, Ph.D.'26, Univ. of Chicago; Dean, Sch. of Educ., Univ. of Calif., Berkeley, Calif., since 1950.
- Bruce, Robert, A.B.'28, Chico State Col.; M.A.'30, Columbia Univ.; Dist. Supt. of Elem. Sch., Santa Maria, Calif., since 1927.
- Bryan, Paul C., A.B.'24, M.A.'25, Stanford Univ.; Ed.D.'47, Univ. of Calif.; Supt. of Sch., Albany, Calif., since 1941.
- Buchser, Emil R., A.B.'32, San Jose State Col.; Supt. of City Sch. and Fran. Union H. S., Santa Clara, Calif., since 1938.
- Bullard, Edmond B., A.B.'40, San Jose State Col.; Dist. Supt. of Sch., Templeton, Calif., since 1950.
- Bunker, James G., M.A.'35, Univ. of Calif.; Supt. of Union H.S. Dist., Coalinga, Calif.
- Burcell, Harry J., A.B. in Ed.'47, Chico State Col. (Calif.); Dist. Supt. of Union Elem. Sch., Mt. Shasta, Calif., since 1952.
- Burke, Joseph W., B.S.'32, M.S.'34, Univ. of Idaho; Dir. of Educ. Serv., Troop Information and Educ. Section, Hq. 6th Army, Bldg. 558, Presidio of San Francisco, Calif., since 1947.
- Burkhard, William J., B.S.'21, M.A.'30, Univ. of Calif.; Supt. of Sch., Sacramento, Calif., since 1948.
- Burnight, Ralph F., A.B.'18, A.M.'20, Univ. of Southern Calif.; Supt., Excelsior Union H.S. Dist., Norwalk, Calif., since 1930.
- Burrell, Clarence, B.A.'26, San Jose State Col.; M.A.'41, Stanford Univ.; Supt. of City Sch., San Leandro, Calif.
- Burach, Charles Wesley, B.S.'18, Kansas State Tchrs. Col.; M.A.'26, Ed.D.'30, Stanford Univ.; Chief, Div. of Pub. Sch. Admin. in chg. of Sch. Planning, State Dept. of Educ., Sacramento, Calif., since 1934.
- Butler, Henry D., A.B.'33, Chico State Col.; M.E.'46, Univ. of Oregon; Dist. Supt. of Elem. Sch., Delano, Calif., since 1945.
- Butler, Paul C., A.B.'39, Whittier, Col.; M.S. Ed.'48, Univ. of Southern Calif.; Asst. Supt. and Dir. of Bus. Affairs, Pub. Sch., Paramount, Calif.
- Butterbaugh, Wayne L., B.A.'43, LaVerne Col.; M.A.'51, Claremont Grad. Sch.; Supt. of Savanna Elem. Sch. Dist., Stanton, Calif., since 1949.
- Bystrom, Theodore L., A.B.'27, M.A.'28, Univ. of Mich.; Supt. of Sch., Piedmont, Calif., since 1947.
- Cakebread, A. G., Supt. of San Benito H. S. and Jr. Col., Hollister, Calif.
- Campbell, A. B., B.S.'23, M.A.'33, Univ. of Calif.; Asst. Supt. of Sch., Berkeley, Calif., since 1938.
- Campbell, Joe L., B.S.'39, Kansas State Tchrs. Col., Emporia; M.S.'47, Univ. of Southern Calif.; Asst. Supt. of Sch., Downey, Calif., since 1952.
- Campion, Howard A., A.B.'23, Univ. of Calif.; M.A.'25, Ed.D.'41, Univ. of Southern Calif.; Assoc. Supt. of Sch., Los Angeles, Calif.
- Carfisle, Chester G., A.B.'38, Univ. of Calif.; M.S. in Ed.'47, Univ. of Southern Calif.; Supt. of Tamaulipas Union H.S. Dist., Mill Valley, Calif., since 1953.
- Carpenter, Charles C., A.B.'27, Fresno State Col.; M.S. in Ed.'36, Ed.D.'48, Univ. of Southern Calif.; Asst. Co. Supt. of Sch. in chg. of Spacial Serv., Los Angeles, Calif., since 1942.
- Carson, Charles Hamilton, M.S.'41, Univ. of Southern Calif.; Supt., Ranchito Elem. Sch. Dist., Pico, Calif., since 1946.
- Cassidy, Rosalind, B.A.'18, D.H.L.'50, Mills Col.; M.A.'23, Ed.D.'37, Tchrs. Col., Columbia Univ. Address: Women's Physical Educ. Bldg., Univ. of Calif. at Los Angeles, Los Angeles, Calif.
- Caywood, Hal D., A.B.'30, Chico State Col.; Co. Supt. of Sch., Santa Barbara, Calif., since 1946.
- Chaffey, George P., B.S.'39, Univ. of Calif.; Deputy Supt. of Unified Sch. Dist., Vallejo, Calif., since 1951.
- Chase, Frank M., Jr., M.S.'36, Univ. of Southern Calif.; Supt. of Oceanside-Carlsbad Union H. S. and Jr. Col., Oceanside, Calif., since 1950.
- Cherry, James C., A.B.'30, M.A.'38, Univ. of Calif.; Dist. Supt. of Sch., South San Francisco, Calif., since 1946.
- Ching, John Frederic, Ed.D.'32, Univ. of Calif.; Supt. of Sch., Salinas, Calif., since 1947.
- Clark, Edith M., B.S.'30, Univ. of Cincinnati; M.A.'35, Univ. of Southern Calif.; Asst. Supt., Div. of Extension and Higher Educ., City Sch., Los Angeles, Calif., since 1950.
- Clark, George W., B.A.'19, M.A.'36, Univ. of Calif.; Co. Supt. of Sch., Merced, Calif., since 1951.

- Claypool, Vincent B., B.S.'24, Univ. of Calif.; M.A.'35, Claremont Graduate Sch.; Ed.D.'48, Univ. of Calif. at Los Angeles; Prin., Sequoia H.S., Redwood City, Calif., since 1952.
- Clish, Herbert C., B.S.'26, M.A.'27, Ed.D.'40, Columbia Univ.; LL.D.'49, St. Mary's Col. of Calif.; Supt. of Sch., San Francisco, Calif., since 1947.
- Cobb, Wilbur Kirkpatrick, A.B.'17, Pomona Col.; M.A. in Ed.'32, Univ. of Southern Calif.; Supt. of City Sch., Woodland, Calif., since 1952.
- Collins, Margaret, Supt., Pinole-Hercules Union Elem. Sch. Dist., Pinole, Calif., since 1944.
- *Compton, John L., A.B.'23, Whittier Col.; M.A.'29, Univ. of Southern Calif.; Supt. of Sch., Bakersfield, Calif., since 1940.
- Conner, Jay Davis, A.B.'28, San Diego State Col.; M.A.'30, Stanford Univ.; Ed.D.'46, Univ. of Southern Calif.; Assoc. Supt. of Pub. Instr., and Chief, Div. of Instr., State Dept. of Educ., Sacramento, Calif., since 1948.
- Cook, L. T., M.A.'39, Stanford Univ.; Prin. and Dist. Supt., Sierra Joint Union H. S., Auberry, Calif., since 1948.
- Cook, Paul W., A.B.'32, Dartmouth Col.; M.S.Ed.'51, Univ. of Southern Calif.; Supt. of City Elem. Sch., Anaheim, Calif., since 1951.
- Corey, Arthur F., A.B.'24, Whittier Col.; A.M.'32, Univ. of Southern Calif.; LL.D.'49, La Verne Col.; State Exec. Secy., Calif. Tchrs. Assn., San Francisco, Calif., since 1947.
- Cornick, Homer H., A.B.'20, M.A.'22, Univ. of Calif.; Supt. of Sch., Santa Cruz, Calif., since 1940.
- Corson, James Hunt, A.B.'27, Ed.D.'48, Col. of the Pacific; M.S. in Ed.'36, Univ. of Southern Calif.; Supt. of Sch., Modesto, Calif.
- Coss, Joe Glenn, A.B.'28, Univ. of Calif.; M.S. in Ed.'41, Univ. of Southern Calif.; Dist. Supt. of Elem. Sch., Downey, Calif., since 1946.
- Cowan, James R., A.B.'37, Chico State Col.; M.S. in Ed.'48, Univ. of Southern Calif.; Ed.D.'52, Univ. of Calif.; Supt. of Arcade Elem. Sch. Dist., Sacramento, Calif., since 1939.
- Cowan, William A., A.B.'34, San Jose State Col.; M.A.'39, Ed.D.'50, Stanford Univ.; Assoc. Prof. of Educ., San Francisco State Col., San Francisco, Calif., since 1946.
- Crabb, Paul E., A.B.'26, M.A.'33, Stanford Univ.; Supt. of Sch., Vallejo, Calif., since 1951.
- Cragen, (Mrs.) Dorothy C., Inyo Co. Supt. of Sch., Independence, Calif.
- Cralle, Jefferson, M.A.'24, Univ. of Calif.; Supvr. and Prin., H. S., Crockett, Calif., since 1942.
- Cralle, Robert E., A.B.'22, M.A.'26, Univ. of Calif., Berkeley; Ed.D.'44, Univ. of Southern Calif.; Exec. Secy., Calif. Assoc. of Sch. Admin., 1041 Rancho Rd., Arcadia, Calif., since 1952.
- Crandall, Earle P., A.B.'27, Col. of the Pacific; A.M.'42, Ed.D.'46, Stanford Univ.; Supt. of Unified Sch. Dist., San Jose, Calif., since 1951.
- Crawford, Bruce M., A.B.'34, M.S.'37, Univ. of Southern Calif.; Supt. of Richland Elem. Sch. Dist., Shafter, Calif.
- Crawford, Lynn H., A.B. and M.A.'25, Stanford Univ.; Supt. of Sch., Santa Ana, Calif., since 1946.
- Crawford, Will C., A.B.'13, Pomona Col.; A.M.'15, Columbia Univ.; Ed.D.'40, Univ. of Southern Calif.; Supt. of Sch., San Diego, Calif., since 1934.
- Critser, Loren A., A.B.'29, M.A.'46, Univ. of Calif.; Prin. of San Leandro H.S., San Leandro, Calif., since 1952.
- Croad, J. R., A.B.'28, Chico State Col.; M.A.'29, Stanford Univ.; Supt. of Sch., Burbank, Calif.
- Crooke, Charles R., A.B.'33, San Jose State Col.; A.M.'35, Stanford Univ.; Dist. Supt. of Sch., Union H. S., Mountain View, Calif., since 1935.
- Crossley, John B., A.B.'29, Pomona Col.; M.A.'40, Claremont Col.; Litt.D.'45, Howard Univ.; Ed.D.'50, Univ. of Calif. at Los Angeles; Supt. of Union H.S. Dist., Ventura, Calif., since 1950.
- Cruickshank, (Mrs.) Ruby S., Pres., Los Angeles Elem. Tchrs. Club, 202 Embassy Auditorium Bldg., Los Angeles, Calif., since 1951.
- Cunliffe, J. William, B.A.'33, Pomona Col.; M.A.'40, Claremont Graduate Sch.; Lt. Col., Infantry, Documents Research Sec., Hq., F.E.C., APO 500, San Francisco, Calif., since 1952.
- Curtis, James E., B.S.'28, Univ. of Minn.; M.S.'32, Univ. of Wis.; Ed.D.'48, Univ. of Calif.; Prof. of Educ., San Jose State Col., San Jose, Calif., since 1950.
- Dallard, Ralph C., A.B.'28, Nebr. State Tchrs. Col.; A.M.'35, Univ. of Nebr.; Ph.D.'39, Columbia Univ.; Assoc. Supt. of Sch., San Diego, Calif., since 1939.
- Dann, Erwin A., B.S., Oregon State Col.; M.S., Univ. of Southern Calif.; Asst. Supt. of Sch. in chg. of Sec. Educ., Fresno, Calif., since 1947.
- Danner, Don S., A.B.'27, Univ. of Calif. at Los Angeles; Asst. Supt. of Sch. in chg. of Bus. Affairs, Orange, Calif., since 1953.
- Davis, Albert M., A.B.'26, Univ. of Colo.; M.A.'33, Ed.D.'50, Stanford Univ.; Supt. of Unified Sch. Dist., Laguna Beach, Calif., since 1950.
- Davis, Paul H., Consultant in Instl. Finance and Pub. Relations, 4646 Melbourne Ave., Los Angeles, Calif.
- Dell 'Ergo, Robert J., Member, Bd. of Trustees, Sequoia Union H. S. Dist., San Mateo Co., Menlo Park, Calif.
- Demaree, Paul H., A.B.'17, Ky. Wesleyan Col.; M.A.'55, Univ. of Southern Calif.; Prin. and Supt., Union H. S. Dist., Anaheim, Calif., since 1941.
- Denison, Alan M., A.B.'39, Col. of the Pacific; Tuolumne Co. Supt. of Sch., Sonoma, Calif., since 1943.
- Deolay, Raymond E., A.B.'30, Chico State Col.; M.A.'39, Stanford Univ.; Dist. Supt. of Elem. Sch., Santa Paula, Calif., since 1942.
- Dent, James W., A.B.'29, M.A.'37, Univ. of Calif.; Supt. of Mt. Diablo Unified Sch. Dist., Concord, Calif., since 1948.
- de Reschke, Oscar, A.B.'30, San Jose State Col.; Supt., Franklin-McKinley Elem. Sch. Dist., San Jose, Calif., since 1944.
- Dice, Norvell R., A.B.'28, Santa Barbara Col.; M.S.'33, Ed.D.'50, Univ. of Southern Calif.; Dist. Supt. of Sch., Arcadia, Calif., since 1948.

CALIFORNIA

- Dickerson, Elizabeth, A.B.'32, Whittier Col.; M.A.'40, Univ. of Calif.; Dist. Supt. of Elem. Sch., Cypress, Calif., since 1947.
- Dickey, Levi H., B.A.'26, La Verne Col.; M.A.'28, Univ. of Southern Calif.; Dist. Supt. of Sch., Chino, Calif., since 1945.
- Diggs, William Lloyd, B.S.'30, McPherson Col., M.S. in Ed.'39, Univ. of Southern Calif.; Prin. of H. S., Orosi, Calif., since 1943.
- Donegan, (Mrs.) Olive M., Elem. Tchrs. since 1932; Chmn., 1952-53, Affiliated Tchrs. Organizations of Los Angeles, Los Angeles, Calif.
- Downing, George M., A.B.'37, San Jose State Col., Ed.D.'53, Stanford Univ.; Deputy Supt. of Unified Sch. Dist., San Jose, Calif., since 1953.
- Dreier, (Mrs.) Grace M., B.S. in Ed.'32, Univ. of Southern Calif.; Asst. Supt. of Sch., Los Angeles, Calif.
- Dunlavy, V. A., Supt. of Union H. S. Dist., Sonoma, Calif., until 1953.
- Egan, Ardis G., M.A.'52, Stanford Univ.; Dist. Supt. of Elem. Sch., Los Altos, Calif., since 1943.
- Ehret, Paul D., A.B.'37, Univ. of Calif.; Supt. of Elem. Sch., San Lorenzo, Calif., since 1948.
- Eifert, Harold J., A.B.'34, M.A.'49, Univ. of Calif.; Admin. Asst. in chg. of Personnel, Unified Sch. Dist., Alameda, Calif., since 1952.
- Elliott, Robert E., A.B.'39, La Verne Col.; Dist. Supt. of Lakeside Union Elem. Sch., Bakersfield, Calif., since 1949.
- Elliott, Robert Thomas, A.B.'34, San Jose State Col., M.A.'38, Univ. of Calif.; Asst. Supt. of Sec. Sch., Modesto, Calif., since 1947.
- Engvall, Willard R., Supt. of Elem. Sch., San Bruno, Calif.
- Ensign, H. O., Assoc. Dist. Supt. and Adviser to the Bd. of Trustees, Elem. Sch., Newport Beach, Calif., since 1953.
- Erickson, Leonard C., B.S.'32, Univ. of Minn., M.S.'48, Univ. of Southern Calif.; Asst. Supt. and Bus. Mgr., City Sch., Compton, Calif., since 1948.
- Everly, Roger B., A.B.'37, Univ. of Calif. at Los Angeles; M.S. in Ed.'46, Univ. of Southern Calif.; Dist. Supt. of Sch., El Segundo, Calif., since 1948.
- Falk, Charles J., Assoc. Prof. of Educ., Occidental College, Los Angeles, Calif.
- Fawcett, Claude W., A.B.'33, Southwest Mo. State Tchrs. Col., Ph.D.'43, Yale Univ.; Educ. Dir., Western Div., Natl. Assoc. of Manufacturers, Palo Alto, Calif.
- Fenley, Frank O., A.B.'49, M.A.'53, Chico State Col., Supt. of Thermalito Union Elem. Sch. Dist., Oroville, Calif., since 1951.
- Fikes, Edith E., Co Supt. of Sch., Santa Cruz, Calif., since 1945.
- Findlay, Bruce A., B.A.'17, Pomona Col.; M.A.'20, Univ. of Southern Calif.; Assoc. Supt. of Sch., Los Angeles, Calif.
- Finley, E. S., B.S. in Ed.'29, Mo. State Tchrs. Col.; M.S. in Ed.'41, Univ. of Mo.; Dist. Supt. of Sch., Holtville, Calif., since 1945.
- Florell, David M., B.A.'35, M.A.'39, Univ. of Minn.; Ed.D.'45, Univ. of Calif.; Dist. Supt. of Sch., Lompoc, Calif., since 1947.
- Fontes, (Mrs.) Eleanor, A.B.'31, San Francisco State Col.; M.A.'49, Stanford Univ.; Supt. of Union Elem. Sch. Dist., Freedom, Calif., since 1946.
- Fox, Eva Lee, Calif. Life Diploma '16; Clerk, City Sch. Bd., Compton, Calif., since 1941.
- Fox, Rollin C., A.B.'28, Univ. of Ala.; M.A.'34, Tchrs. Col., Columbia Univ.; Ed.D.'46, Univ. of Calif. at Los Angeles; Supt. of Sch., Needles, Calif., since 1951.
- Freese, Theron, A.B.'32, A.M.'41, Univ. of Southern Calif.; Asst. Supt. of Sch. in chg. of Instr., Long Beach, Calif.
- Friedrich, Kurt, A.B.'35, M.A.'39, Columbia Univ.; Ed.D.'48, Tchrs. Col., Columbia Univ.; Asst. Prof. of Educ., San Diego State Col., San Diego, Calif., since 1949.
- Fugate, Ben Fred, A.B.'37, Ed.M.'37, Univ. of Okla.; Dist. Supt. of Elem. Sch., Ocean-side, Calif., since 1951.
- Gaertner, (Mrs.) Reita I., Admin. Credential '51, Univ. of Calif., Santa Barbara; Supt. of Mill Union Elem. Sch. Dist., Ventura, Calif., since 1951.
- Gansberg, Lucille, M.Ed.'48, Mills Col. (Calif.); Supt. of Lassen Co. Sch., Susanville, Calif., since 1951.
- Garrison, Elra Gell, B.S.'20, M.S.'28, Univ. of Calif., Berkeley; Asst. Supt. of Ocean-side-Libby Union Elem. Sch. Dist., Ocean-side, Calif.
- Geyer, George H., A.B.'27, Pomona Col.; A.M.'30, Univ. of Calif.; Ed.D.'40, Tchrs. Col., Columbia Univ.; Asst. Supt., Unified Sch. Dist., San Diego, Calif., since 1949.
- Oilchrist, Robert S., A.B.'27, A.M.'28, Colo. State Col. of Educ.; Ph.D.'38, N.Y. Univ.; Asst. Supt. of Sch., Pasadena, Calif., since 1949.
- Gillingham, Robert Cameron, B.A.'21, M.A.'22, Pomona Col.; Ph.D.'49, Univ. of Southern Calif.; Chmn., Social Science, Compton Jr. Col., Compton, Calif., since 1936.
- Glasa, Sidney L., A.B.'30, Fresno State Col.; M.S.'36, Univ. of Southern Calif.; Asst. Supt. of Co. Sch., Fresno, Calif., since 1946.
- Goodell, Earl A., A.B.'33, San Jose State Col.; Supt. of Sch., Hilmar, Calif., since 1947.
- Goodwill, Glen T., B.A.'29, Univ. of Redlands; M.A.'38, Univ. of Southern Calif.; Supt. of Sch., Monterey, Calif., since 1944.
- Goold, J. Vernon, A.B.'20, Stanford Univ.; Dist. Supt., Wash. Union H. S., Center-ville, Calif., since 1942.
- Gore, Walter R., A.B.'39, M.A.'40, Univ. of Denver; Ed.D.'47, Univ. of Colo.; Prof. of Educ. Admin., Col. of the Pacific, Stockton, Calif., since 1951.
- Gray, C. Delmar, A.B.'31, State Col. of Wash.; M.A.'34, Claremont Col.; Dist. Supt. of Elem. Sch., Escondido, Calif., since 1934.
- Gridley, (Mrs.) Louise Beyer, B.S., Coe Col.; M.A., Univ. of Calif.; Exec. Secy., Bay Section, Calif. Tchrs. Assn., San Francisco, Calif., since 1951.
- Griffin, Herschel R., Exec. Secy., Affiliated Tchrs. Organizations of Los Angeles, Los Angeles, Calif.

- Grindstaff, Leonard L., A.B.'34, East Central State Col. (Okla.); Master's '38, Univ. of Okla.; Ed.D.'45, Stanford Univ.; Asst. Supt. of Sch., Santa Monica, Calif., since 1953.
- Grover, Charles C., B.S.'08, Baker Univ.; M.A.'16, Univ. of Denver; M.A.'27, Stanford Univ.; Asst. Supt. of Sch., Dakland, Calif., since 1947.
- Gunn, Henry M., B.S.'29, M.A.'31, Univ. of Oregon; Ed.D.'40, Stanford, Univ.; Supt. of Sch., Palo Alto, Calif., since 1930.
- *Gwinn, Joseph Marr, A.B.'02, Univ. of Mo.; A.M.'07, Tchrs. Col., Columbia Univ.; LL.D.'26, Univ. of Mo.; Pres., Dept. of Superintendence, 1927-28; Honorary Life Member, American Assn. of Sch. Admin.; Prof. Emeritus of Educ., San Jose State Col., San Jose, Calif., since 1940. Address: 160 S. Euclid Ave., Pasadena 3, Calif.
- *Hall, George V., B.S.'31, M.A.'34, Univ. of Minn.; Ed.D.'49, Tchrs. Col., Columbia Univ.; Asst. Supt. in chg. of Instr., Pub. Sch., San Diego, Calif., since 1952.
- Hamm, Hal W., M.A.'30, Colo. State Col. of Educ.; Prin. and Dist. Supt., Santa Ynez Valley Union H. S., Santa Ynez, Calif., since 1944.
- *Hanna, Paul Robert, B.A.'24, D.Ped.'39, Hamline Univ.; A.M.'25, Ph.D.'29, Columbia Univ.; Prof. of Educ., Stanford Univ., Stanford University, Calif., since 1935.
- Hannah, Stanford, B.S.'22, Mont. State Col.; M.A.'30, Univ. of Calif.; Dist. Supt., Jefferson Union H. S., Daly City, Calif., since 1944.
- *Hardesty, Cecil D., A.B.'28, Kansas Wesleyan Univ.; M.A. in Ed.'32, Ed.D.'33, Univ. of Southern Calif.; Supt. of Co. Sch., San Diego, Calif., since 1950.
- Harper, Laurence, A.B.'26, Univ. of Calif.; Dist. Supt. of Sch., South Pasadena, Calif., since 1946.
- Harslin, (Mrs.) Dorothy Van Noy, B.S.'32, Univ. of Southern Calif.; Asst. Dist. Supt. of City Sch., Los Angeles, Calif., since 1945.
- Hartzell, Oliver R., Ph.B.'14, Franklin and Marshall Col.; M.A.'16, Univ. of Pa.; Supt. of City Sch., San Rafael, Calif., since 1920.
- Haskell, Eugene Ryan, B.A.'30, Stanford Univ.; M.A.'43, Univ. of Calif., Los Angeles; Supt., San Lorenzo Valley Unified Sch. Dist., Boulder Creek, Calif.
- Hatch, H. Thurston, A.B.'22, Western State Col. of Colo.; M.A.'30, Ed.D.'49, Univ. of Calif.; Supt. of City Sch., Chico, Calif., since 1950.
- Hayhurst, Normal C., B.S.'15, Univ. of Ariz.; M.E.'34, Univ. of Southern Calif.; Supt. of Sch., Glendale, Calif., since 1947.
- Heffernan, Helen, B.A.'24, M.A.'25, Univ. of Calif.; Asst. Chief, Div. of Instr. in chg. of Elem. Educ., State Dept. of Educ., Sacramento, Calif.
- Heisner, H. Fred, A.B.'29, Univ. of Redlands; M.A.'32, Ed.D.'47, Univ. of Southern Calif.; Supt., Centinela Valley Union H.S. Dist., Inglewood, Calif., since 1948.
- Hemphill, Franklin C., A.B.'22, Colo. State Col. of Educ.; M.A.'33, Univ. of Southern Calif.; Supt., Union H. S. and Jr. Col. Dist., Compton, Calif., since 1953.
- Henderson, J. H., A.B.'28, Chico State Tchrs. Col.; Supt. of Elem. Sch., Benicia, Calif., since 1934.
- *Hepner, Walter R., A.B.'13, A.M.'16, Ed.D.'37, Univ. of Southern Calif.; Pres. Emeritus, San Diego State Col., San Diego, Calif., since 1952.
- Hiebert, Lester L., A.B.'46, Univ. of Calif.; M.S. Ed.'51, Univ. of Southern Calif.; Dist. Supt. of Union Elem. Sch., Pixley, Calif., since 1952.
- Hilburn, Robert F., A.B.'40, Ariz. State Col.; M.S.'49, Ed.D.'53, Univ. of Southern Calif.; Supt. of Lennox Elem. Sch. Dist., Inglewood, Calif., since 1951.
- Hill, (Mrs.) Margaret Ford, B.A.'39, Santa Barbara Col., Univ. of Calif.; Tchrs., Lincoln Sch., Santa Barbara, Calif., since 1947.
- Hoff, Arthur G., B.Ed.'28, Wis. State Col., Superior; M.A.'30, State Univ. of Iowa; Ph.D.'38, Univ. of Minn.; Supt. of Unified Sch. Dist., Palm Springs, Calif., since 1948.
- Holbrook, C. Ray, B.A.'19, M.A.'22, Univ. of Wash.; Ed.D.'39, Stanford Univ.; Admin. Consultant, Kern Co. Sch., Bakersfield, Calif., since 1950.
- Holstein, Walter E., A.B.'25, M.A.'31, Univ. of Southern Calif.; Prin., Phineas Banning Evening H.S., Los Angeles, Calif., and Supvg. Prin., Day Adult Classes, Los Angeles Harbor Area, Wilmington, Calif., since 1933.
- *Holy, Thomas C., A.B.'19, Des Moines Univ.; M.A.'22, Ph.D.'24, State Univ. of Iowa; Special Consultant in Higher Educ., Univ. of Calif., Berkeley, Calif., since 1952.
- Homfeld, Melville J., Dist. Supt. of Elem. Sch., Menlo Park, Calif., since 1947.
- Hood, Harvey R., B.S.'37, Mont. State Col.; M.A.'47, Ed.D.'53, Stanford Univ.; Dist. Supt. of Madera Sch. Dist., Madera, Calif., since 1953.
- Hopkins, Frank D., B.S. in Ed.'32, M.S. in Ed.'46, Univ. of Southern Calif.; Supt., Brea-Olinda Union H.S. Dist., Brea, Calif., since 1946.
- Howard, Arthur W., Ph.B.'27, Univ. of Chicago; Ph.M. in Ed.'37, Northwestern Univ.; Dist. Supt. of Elem. Sch., Yermo, Calif., since 1952.
- Howell, Harry M., B.A.'24, M.S. in Ed.'37, Ed.D.'50, Univ. of Southern Calif.; Assoc. Supt. of Sch., Los Angeles, Calif., since 1938.
- Hoyt, Guy M., Ph.B.'16, M.A.'21, Univ. of Chicago; Assoc. Supt. of Sch., Los Angeles, Calif.
- Hubbard, D. S., Supt. of Santa Clara Co. Sch., San Jose, Calif.
- Hughes, Harold G., A.B.'28, Pacific Univ.; M.A.'33, Univ. of Oregon; Asst. Supt. of H. S. Dist., Grossmont, Calif., since 1947.
- Hult, J. Henrich, A.B.'30, Univ. of Redlands; M.A.'32, Colo. State Col. of Educ.; Ed.D.'49, Univ. of Southern Calif.; Supt. of City Sch., Torrance, Calif., since 1947.
- Hult, Osman R., B.S.'13, M.S.'14, Ph.D.'25, Univ. of Calif.; Prof. of Educ. Admin., Univ. of Southern Calif., Los Angeles, Calif., since 1924.
- Hummel, Edward John, A.B.'13, Univ. of Southern Calif.; A.M.'14, Columbia Univ.; Ed.D.'45, Univ. of Southern Calif.; Deputy Supt. of Sch., Beverly Hills, Calif., since 1939.
- Hunt, (Mrs.) Lucy, Shasta Co. Supt. of Sch., Redding, Calif., since 1949.

CALIFORNIA

- Huntsman, A. Blaine, B.S.'36, Brigham Young Univ.; M.A.'51, Ed.D.'52, Stanford Univ.; Asst. Supt. of Sch., Los Altos, Calif., since 1952
- Hurlburt, Edwin N., B.S.'29, Western Mich. Col. of Educ.; M.A.'46, Claremont Grad. Sch.; Dist. Supt. of Union Elem. Sch., Soledad, Calif., since 1949.
- Hutchens, Jens H., A.B.'34, San Diego State Col.; M.S.'38, Univ. of Southern Calif.; Ed.D.'50, Univ. of Calif., Los Angeles, Asst. Supt. of Special Serv., San Diego Co. Sch., San Diego, Calif., since 1943.
- Huxtable, (Mrs.) Ethel E., B.S.'15, Hastings Col. (Nebr.), Supvr. of Art, Pub. Sch., Burlingame, Calif., since 1931. Address: 250 Harvard Rd., San Mateo, Calif.
- Ingalls, Rosco C., A.B.'09, McPherson Col.; A.M.'11, Univ. of Kansas, LL.D.'38, McPherson Col.; LL.D.'42, Col. of Osteopathic Physicians and Surgeons; Pres., East Los Angeles Jr. Col., Los Angeles, Calif., since 1945
- Ingram, J. Roland, Jr., A.B.'39, Chico State Col.; M.A.'49, Ed.D.'53, Stanford Univ.; Asst. Supt. of Sch., Inglewood, Calif., since 1953.
- Jack, Walter A., A.B.'37, Humboldt State Col.; M.A.'41, Stanford Univ.; Supt., Elem. Sch. Dist., San Mateo, Calif., since 1946.
- Jacobsen, Einar William, B.A.'16, M.A.'23, Univ. of Calif.; Ph.D.'30, Columbia Univ.; Supt. of Sch., Santa Barbara, Calif., since 1948.
- Jacobsen, Lawrence, A.B.'34, Fresno State Col.; Supt., Beardsley Elem. Sch. Dist., Bakersfield, Calif., since 1936.
- Jarvis, Ellis A., A.B.'23, Univ. of Calif., Berkeley, M.S.'37, Univ. of Southern Calif.; Asst. Supt. of Sec. Div., Pub. Sch., Los Angeles, Calif., since 1949.
- Jaster, Vincent E., M.S.'36, Univ. of Southern Calif.; Dist. Supt. of Elem. Sch., Brea, Calif., since 1943.
- Jenkins, W. C., B.S.'32, East Central State Col. (Okla.), M.Ed.'38, Univ. of Okla.; Dist. Supt. of Elem. Sch., Cutler, Calif., since 1949.
- Jensen, Herry T., B.S.Ed.'25, Genl. Beadle State Tchrs. Col. (S.Dak.), M.S.'30, Univ. of Minn.; Ed.D.'41, Stanford Univ.; Prof. of Educ., San Jose State Col., San Jose, Calif., since 1940.
- Johnson, Frank R., A.B.'36, Chico State Col.; M.S.'40, Univ. of Southern Calif.; Supt. of Joint Union Elem. Sch. Dist., Guadalupe, Calif., since 1927.
- Johnson, Harold W., B.S.'23, Oregon State Col.; M.A.'32, Univ. of Calif.; Supt. of Emery Unified Sch. Dist., Emeryville, Calif., since 1952.
- Johnson, (Mrs.) Laura M., A.B.'27, M.A.'29, Univ. of Calif., Berkeley; Sierra Co. Supt. of Sch., Downieville, Calif., since 1947.
- Johnson, Lloyd G., A.B.'30, Chico State Col.; Co. Supt. of Sch., Colusa, Calif., since 1950.
- Johnson, Loaz W., A.B.'28, N. Mex. State Tchrs. Col.; M.A.'31, Univ. of Wyo.; Ed.D.'38, Univ. of Calif.; Coordinator of Curriculum, Oroville, Calif., since 1939.
- Johnson, Ray W., A.B.'27, Col. of Emporia; M.S.Ed.'40, Ed.D.'52, Univ. of Southern Calif.; Co. Supt. of Sch., Riverside, Calif., since 1950.
- Johnston, Eugene M., A.B.'23, Univ. of Dubuque; M.A.'37, Univ. of Southern Calif.; Supt., Union H.S. Dist., Taft, Calif., since 1944.
- Jones, L. L., A.B.'33, Pomona Col.; M.A.'40, Claremont Graduate Sch.; Supt. of Sch., Watsonville, Calif., since 1948.
- Jones, Lowell Butler, B.A.'39, La Verne Col.; M.A.'49, Claremont Graduate Sch.; Dist. Supt. of Elem. Sch., Willowbrook, Calif., since 1952.
- Joyal, Arnold E., A.B.'25, M.A.'26, Ph.D.'31, Univ. of Calif.; Pres., Fresno State Col., Fresno, Calif., since 1948.
- Kaar, Harold W., A.B.'23, M.A.'27, Univ. of Calif., Berkeley; Asst. Supt., Educ. Serv., Contra Costa Co. Sch., Martinez, Calif., since 1949.
- Keenan, (Mrs.) Ethel, B.S. in Ed.'40, Univ. of Southern Calif.; Supt. of Bassett Elem. Sch. Dist., Puente, Calif., since 1932.
- Kellett, Kenneth C., B.Ed.'32, Wis. State Col., Superior; M.A.'38, Univ. of Minn.; Prin. of Warner Union Sch. Dist., Warner Springs, Calif., since 1952.
- Kemp, Charles B., B.A.'35, Whittier Col.; M.S. in Ed.'40, Univ. of Southern Calif.; Dir. of Special Pupil Serv., Unified Sch. Dist., Montebello, Calif., since 1951.
- Kendall, Glenn, A.B.'25, Western Ky. State Tchrs. Col.; M.A.'31, Univ. of Ky.; Ed.D.'41, Tchrs. Col., Columbia Univ.; Pres., Chico State Col., Chico, Calif., since 1930.
- Kepley, (Mrs.) Ruth A., M.A.'37, Univ. of Calif. at Los Angeles; Imperial Co. Supt. of Sch., El Centro, Calif., since 1947.
- Kibby, George M., A.B.'34, M.A.'42, Univ. of Calif.; Dist. Supt. of Sch., Corona, Calif., since 1948.
- Kibby, Harold V., A.B.'37, San Jose State Col.; M.S.'42, Univ. of Southern Calif.; Supt. of Orange Unified Sch. Dist., Orange, Calif., since 1953.
- Knapp, Roy A., B.S.'23, Huron Col.; M.A.'33, Claremont Col.; Supt., Antelope Valley Joint Union H. S. Dist., Lancaster, Calif., since 1934.
- Knowles, Willard B., B.S.'24, Utah State Agr. Col.; Supt. of Pub. Sch., Martinez, Calif., since 1950.
- Kramer, Carlisle H., A.B.'40, San Jose State Col.; M.A.'41, Stanford Univ.; Supt., Hillsborough Elem. Sch. Dist., San Mateo, Calif., since 1951.
- Kratt, Edwin C., A.B.'24, Linfield Col.; M.A.'29, Stanford Univ.; Supt. of Sch., Fresno, Calif., since 1944.
- Kratt, William E., A.B.'27, LL.D.'46, Linfield Col.; M.A.'33, Univ. of Oregon; Pres., Menlo Sch. and Col., Menlo Park, Calif., since 1945.
- Krogh, Thor, Ph.B.'29, Univ. of Vt.; M.A.'34, Univ. of Wash.; Prin., Carlmont H. S., Belmont, Calif., since 1952. Address: San Carlos, Calif.
- La Fleche, Rock; Asst. Supt., Alameda Co. Sch., Oakland, Calif., since 1949.
- *Laird, J. David, A.B.'28, Colo. State Col. of Educ.; Supt. of Elem. Sch., Tulare, Calif., since 1943.
- Lance, Fred H., Bus. Mgr. of Pub. Sch., La Mesa, Calif.
- Landis, Ira C., Supt. of Sch., Riverside, Calif., 1928-51 (retired).

- Larsen, Ansgar J., A.B.'30, Santa Barbara Col.; M.S. in Ed.'48, Univ. of Southern Calif.; Supt., Hueneme Elem. Sch. Dist., Port Hueneme, Calif., since 1943.
- Lauderbach, John Calvin, B.A.'20, M.A.'31, Ed.D.'48, Univ. of Calif., Los Angeles; Supt. of City Elem. Sch., Chula Vista, Calif., since 1923.
- Laugesen, Roy M., A.B.'39, San Francisco State Col.; M.A.'49, Stanford Univ.; Dist. Supt. of Elem. Sch., Mill Valley, Calif., since 1947.
- Lawson, Jalmar W., A.B.'28, San Diego State Col.; A.M.'32, Univ. of Southern Calif.; Supt. of Elem. Sch., Ventura, Calif., since 1946.
- Lawson, Oliver C., A.B.'26, M.A.'29, Ph.D.'48, Stanford Univ.; Asst. Supt. of Sch., Santa Ana, Calif., since 1948.
- Lee, Edwin A., B.S.'14, M.A.'15, Ph.D.'32, Columbia Univ.; Prof. of Educ. and Dean, Sch. of Educ., Univ. of Calif., Los Angeles, Calif., since 1940.
- Leonard, J. Paul, A.B.'23, Drury Col.; A.M.'27, Ph.D.'29, Columbia Univ.; Pres., San Francisco State Col., San Francisco, Calif., since 1945.
- Lewis, Harvey, Jr., Member, since 1944, and Pres., Bd. of Educ., Unified Sch. Dist., San Diego, Calif.
- Lindsay, Frank B., A.B.'21, Ind. Univ.; A.M.'34, Claremont Col.; Asst. Chief, Div. of Instr., State Dept. of Educ., Sacramento, Calif., since 1938.
- Lockwood, Charles W., A.B.'26, Univ. of Calif., Los Angeles; M.A.'31, Univ. of Southern Calif.; Dist. Supt. of Sch., San Jacinto, Calif., since 1944.
- Lons, Philip T., A.B.'36, M.A.'41, Univ. of Calif.; Asst. City Supt. of Sch., San Leandro, Calif., since 1952.
- Long, H. B., A.B.'25, M.A.'32, Ed.D.'49, Stanford Univ.; Dist. Supt. of Sch., Gilroy, Calif., since 1946.
- Long, W. Ralph, B.S.'37, M.S.'47, Univ. of Oregon; Supt., Enterprise Elem. Sch. Dist., Compton, Calif., since 1949.
- Long, Watt A., B.A.'24, Pacific Univ.; M.A.'32, Univ. of Oregon; Assoc. Supt. of Sch., San Francisco, Calif.
- Loomis, Arthur Kirkwood, A.B.'09, L.H.D.'44, Baker Univ.; A.M.'17, Univ. of Kansas; Ph.D.'26, Tchrs. Col., Columbia Univ.; Educ. Adviser, J-S, HQ, FEC, APO 500, c/o P.M., San Francisco, Calif., since 1947.
- Lucas, Dan Brook, B.A.'24, Univ. of Oregon; M.A.'38, Univ. of Southern Calif.; Dist. Supt. of Elem. Sch., Baldwin Park, Calif., since 1945.
- Lucas, Frank L., A.B.'41, Univ. of Calif.; Dist. Supt., Amador Valley Joint Union H.S. and Pleasanton Elem. Sch., Pleasanton, Calif., since 1948.
- Lydeil, Dwight M., Diploma '17, Chico State Col.; Supt. of Elem. Sch., Monrovia, Calif., since 1939.
- McCammion, Oliver, B.A.'32, Humboldt State Col.; M.A.'36, Univ. of Calif., Berkeley; Dist. Supt. of Sch., Hawthorne, Calif., since 1943.
- McCandless, Harry P., A.B.'22, Nebr. Wesleyan Univ.; M.A.'32, Univ. of Southern Calif.; Supt. of Sch., Redondo Beach, Calif., since 1935.
- McComb, Stuart F., A.B.'32, Ariz. State Col.; M.S.'39, Ed.D.'47, Univ. of Southern Calif.; Supt. of Sch., Pasadena, Calif., since 1953.
- McCuen, Theron L., A.B.'28, M.A.'29, Stanford Univ.; Supt., Kern Co. Union H.S. Dist., Bakersfield, Calif., since 1945.
- McCunn, Drummond J., A.B.'27, Occidental Col.; M.S. in Ed.'38, Univ. of Southern Calif.; Supt., Contra Costa Co. Jr. Col. Dist., Martinez, Calif., since 1949.
- McDonald, Howard, B.S.'21, Utah State Agrl. Col.; M.A.'25, Ed.D.'49, Univ. of Calif., Berkeley; Pres., Los Angeles City Col. and Los Angeles State Col. of Applied Arts and Sciences, Los Angeles, Calif., since 1949.
- McDonell, Kenneth A., A.B.'36, San Francisco State Col.; M.A.'50, Stanford Univ.; Supt. of Union Elem. Sch. Dist., Los Gatos, Calif., since 1946.
- McIntosh, Donald H., B.A.'16, Occidental Col.; Dist. Supt. of H.S., Colton, Calif., since 1930.
- McIntosh, (Mrs.) Martha, M.A.'40, Univ. of Wash.; Acting Asst. Supt. in chg. of Elem. Sch., San Diego, Calif., since 1952.
- McKay, Henry W., A.B.'33, Univ. of Calif.; M.S.'34, Univ. of Southern Calif.; Deputy Supt., City Sch., Compton, Calif., since 1950.
- McKibben, Howard J., A.B.'39, Santa Barbara Col.; M.S.'43, Univ. of Southern Calif.; Supt. of South Whittier Sch. Dist., Whittier, Calif., since 1948.
- McLaughlin, James O., A.B.'05, A.M.'09, Grove City Col.; Ed.D.'30, Stanford Univ.; Instr. in Sch. Admin., Claremont Graduate Sch., Claremont, Calif., since 1950.
- McPherson, H. M., Ed.D.'38, Univ. of Calif.; Dist. Supt. of Sch., Napa, Calif., since 1940.
- MacConnell, James D., A.B.'31, Centrai Mich. Col. of Educ.; M.A.'40, Ed.D.'44, Univ. of Mich.; Assoc. Prof. of Sch. Admin. and Assoc. Dean, Stanford Univ., Stanford University, Calif., since 1949.
- Mace, William R., B.S. in Ed.'42, Southwest Mo. State Col.; M.E.'46, Univ. of Mo.; Dist. Supt. and Prin., Union H.S. Dist., Corning, Calif., since 1952.
- MacGregor, John I., A.B.'35, San Jose State Col.; M.A.'52, Stanford Univ.; Dist. Supt. and Prin. of Sch., Newark, Calif., since 1935.
- Magee, Lawrence Thomas, B.A.'35, Ariz. State Col., Tempe; M.A.'37, Univ. of Southern Calif.; Dist. Supt. of Sch., Rivera, Calif., since 1948.
- Malloch, James Morrow, A.B.'17, M.A.'20, Univ. of Calif.; G.Th.'33, Church Divinity Sch. of the Pacific; D.D.'43, Col. of the Pacific; Dean, St. James' Cathedral, since 1937, and Pres., Bd. of Educ., Fresno, Calif.
- Mannatt, (Mrs.) Earnestynne W., B.S. in Ed.'39, M.S.'33, Univ. of Southern Calif.; Dist. Asst. Supt. of Sch., Los Angeles, Calif., since 1945.
- Mapes, E. P., Glenn Co. Supt. of Sch., Wil-lows, Calif., since 1927.
- Marsce, Stuart E., B.S.'39, M.S.'42, Univ. of Oregon; Ed.D.'47, Univ. of Southern Calif.; Asst. Supt. of Sch. in chg. of Bus. Service, Passdents, Calif., since 1951.
- Martin, Walter G., A.B.'14, Ottawa Univ.; M.A.'16, Univ. of Calif.; Co. Supt. of Sch., Fresno, Calif., since 1945.

CALIFORNIA

- Mattox, Clifford J., A.B.'25, Univ. of Wash.; A.M.'39, Stanford Univ.; Asst. Supt. of City Sch., San Bernardino, Calif., since 1945.
- Meade, (Mrs.) Agnes Weber, Supt. of Yuba Co. Sch., Marysville, Calif., since 1927.
- Melbo, Irving R., A.B.'30, M.A.'32, N. Mex. Western Col., Ed.D.'34, Univ. of Calif.; Dean, Sch. of Educ., Univ. of Southern Calif., Los Angeles, Calif., since 1933.
- Melendy, Ruth W., M.A.'34, Univ. of Oregon; Supt. of Elem. Sch. Dist., San Carlos, Calif., since 1943.
- Mennet, Earl F., M.S.'37, Univ. of Idaho; Dir. of Research, Alameda Co. Sch., Oakland, Calif., since 1946.
- Merrill, Foster C., A.B.'30, Chico State Col.; M.A.'34, Ed.D.'43, Stanford Univ.; Asst. Supt., Instr., Unified Sch. Dist., Burbank, Calif., since 1949.
- Michell, Forrest C., M.A.'34, Univ. of Calif.; Admin. Asst., Pub. Sch., Oakland, Calif., since 1946.
- Miller, Bruce, A.B.'34, San Diego State Col.; M.A.'44, Claremont Col.; Supt. of Sch., Riverside, Calif., since 1932.
- Milliken, Daniel B., B.A.'26, Pomona Col.; M.B.A.'28, Harvard Univ.; Supt. of Chaffey Union H.S., and Pres., Chaffey Col., Ontario, Calif., since 1949.
- Miner, George D., B.A.'22, Carleton Col.; M.A.'29, Ed.D.'40, Univ. of Calif.; LL.D.'45, Ursinus Col.; Supt. of Sch., Richmond, Calif., since 1949.
- Mitchell, R. G., B.A.'26, M.A.'27, Univ. of Calif.; Supt. of Sch., Beverly Hills, Calif.
- Mock, Thomas M., B.S. in Ed.'20, Kansas State Tchrs. Col.; M.S.'32, Univ. of Southern Calif.; Prin., Horace Mann Sch., Beverly Hills, Calif., since 1929.
- Monsen, Courtenay, Seey, Bd. of Educ., Pasadena, Calif., since 1928.
- Montgomery, G. Millage, B.S.'13, Oregon State Col.; Assoc. Supt. of Sch., Los Angeles, Calif., since 1944.
- Montgomery, Kenneth M., A.B.'26, M.A.'31, Occidental Col.; Deputy Supt. of Sch., Glendale, Calif., since 1947.
- Moore, Wallace H., Chmn., Div. of Educ. and Psych., Long Beach, Calif.
- Morgan, Edward D., A.B.'36, San Francisco State Col.; Supt. of Sch., Dimba, Calif., since 1951.
- Morgan, Miles Evan, A.B.'15, M.A.'22, Ph.D.'33, Univ. of Wash.; Supt. of City Sch., Santa Monica, Calif., since 1953.
- Morphet, Edgar L., A.B.'18, Ind. State Tchrs. Col.; M.A.'26, Ph.D.'27, Tchrs. Col., Columbia Univ.; Prof. of Educ., Univ. of Calif., Berkeley, Calif., since 1949.
- Morris, A. B., Dist. Supt. of Sch., Castro Valley, Calif., since 1919.
- Morris, Perry S., M.S.'35, Univ. of Southern Calif.; Supt., Unified Sch. Dist., Ramona, Calif., since 1952.
- Morrisett, Lloyd N., A.B.'17, Univ. of Okla.; M.A.'30, Ph.D.'34, Columbia Univ.; Prof. of Educ., Univ. of Calif., Los Angeles, Calif., since 1941.
- *Muelder, Wallace Richard, B.S.'46, Western Ill. State Col.; M.S. in Ed.'47, Ed.D.'52, Univ. of Southern Calif.; Asst. Co. Supt. of Sch., Riverside, Calif., since 1950.
- Mueller, Frederick Eugene, B.A.'28, Iowa State Tchrs. Col.; M.A.'34, State Univ. of Iowa; Supt. of Sch., San Bernardino, Calif.
- Murdoch, Forrest G., B.A.'16, State Col. of Wash.; M.Ed.'32, Univ. of Wash.; Pres., El Camino Col., El Camino College, Calif., since 1947.
- Murdock, Glenn E., B.A.'28, Univ. of Redlands; M.A.'36, Stanford Univ.; Supt. of Elem. Sch., La Mesa, Calif.
- Murphy, Edward V., A.B.'31, Fresno Col.; Dist. Supt. of Sch., Norwalk, Calif., since 1943.
- Murray, Earl, A.B.'18, Whittier Col.; M.A.'23, Ed.D.'53, Univ. of Southern Calif.; Prin. of Burroughs H. S., Kern Co. Union H. S. Dist., and Supt. of China Lake Elem. Sch. Dist., U. S. Naval Ordnance Test Sta., China Lake, Calif., since 1945.
- Myers, Arno E., Dist. Supt., Moorpark, Calif.
- Myers, Newell Dixon, A.B.'33, Stanford Univ.; M.A.'36, Univ. of Calif.; Dist. Supt. of Sch., Palos Verdes Estates, Calif., since 1939.
- Neil, James W., Ed.D.'49, Univ. of Calif.; Asst. Prof. of Educ., Sacramento State Col., Sacramento, Calif., since 1950.
- Nelson, Ada Shuman, B.E.'06, Pa. State Tchrs. Col., Bloomsburg; Life Admin.'24, Univ. of Southern Calif.; Dist. Supt. of Sch., Los Nietos, Calif., since 1912.
- Nelson, Hazel L., B.S.'29, Columbia Univ.; Supt. of Sch., Duarte, Calif., since 1946.
- Nelson, (Mrs.) Myra E. Banta, Master's '29, Univ. of Calif., Los Angeles; Dist. Asst. Supt. of Sch., Los Angeles, Calif., since 1946.
- Nelson, Thomas L., B.S.'16, M.A. in Ed.'25, Ed.D.'33, Univ. of Calif.; Supt. of Sch., Berkeley, Calif., since 1945.
- Nesbit, (Mrs.) Mae, Supt., Elem. Sch. Dist., Belmont, Calif.
- Nettley, Byron L., B.A.'33, Whittier Col.; M.A.'53, Univ. of Southern Calif.; Dist. Supt. of Sch., Lemon Grove, Calif., since 1942.
- Newcomb, Douglas A., B.S.'18, Univ. of Rochester; M.A.'27, Stanford Univ.; LL.B.'38, Univ. of Southern Calif.; Supt. of Sch., Long Beach, Calif., since 1947.
- Nichols, Leroy, A.B.'12, Southwestern Col.; A.M.'14, Univ. of Southern Calif.; Dist. Supt. of Pub. Sch., Lodi, Calif., since 1932.
- Noel, Francis W., A.B. in Ed.'32, Univ. of Calif.; M.S. in Ed.'35, Univ. of Southern Calif.; Chief, Bur. of Audio-Visual Educ., State Dept. of Educ., Sacramento, Calif., since 1945.
- Nopel, John H., A.B.'35, Chico State Col.; M.A.'41, Univ. of Calif.; Admin. Asst. of City Sch., Chico, Calif., since 1950.
- Norby, Theo J., B.S.'35, M.Ed.'39, Univ. of Oregon; Supt. of Sch., Inglewood, Calif., since 1951.
- Northrup, Orville F., A.B., B.E.'39, Univ. of Calif.; Dist. Supt. and Prin., Tustin, Calif.
- Norwood, (Mrs.) Olive A., Calif. Life Diploma '27; Admin. Cert.'44, Fresno State Col., Berkeley; Dist. Supt., Richgrove, Calif., since 1944.

- Nuttall, Drayton B., A.B.'36, M.A.'41, Univ. of Utah; Dir. of Sch. Facilities Survey, State Dept. of Educ., Sacramento, Calif., since 1952.
- Odell, William R., B.S., B.A.'27, Univ. of Southern Calif.; M.A.'30, Ph.D.'32, Tchrs. Col., Columbia Univ.; Prof. of Educ. Admin., Stanford Univ., Stanford University, Calif., since 1949.
- Ogden, Clyde L., A.B.'29, M.A.'33, Ed.D.'49, Univ. of Calif.; Supt. of Sequoia Union H.S. Dist., Redwood City, Calif., since 1948.
- Olson, H. R., B.S.'23, Oregon State Col.; M.A.'32, Univ. of Calif.; Supt., Joint Union H. S. Dist., Delano, Calif., since 1932.
- O'Rourke, Everett V., A.B.'32, San Francisco State Col.; M.A.'40, Univ. of Calif.; Supt. of Tahoe-Truckee Unified Sch. Dist., Truckee, Calif., since 1949.
- Pace, Lynn Le Roy, M.A.'51, Univ. of Southern Calif.; Asst. Supt. of Alameda Sch. Dist., Downey, Calif., since 1953.
- Palmer, John H., A.B.'28, Chico State Col.; Supt. of Elem. Sch. Dist., Marysville, Calif., since 1944.
- Parks, D. Russell, B.S.'36, M.S.'48, Univ. of Southern Calif.; Dist. Supt. of Sch., Fullerton, Calif., since 1945.
- Parsons, Charles F., A.B.'41, San Jose State Col.; Asst. Supt. of Placer Co. Sch., Auburn, Calif., since 1949.
- Parsona, Neil M., A.B.'24, Col. of the Pacific; M.A.'44, Univ. of Calif.; Dist. Supt. of Alameda H.S., Lafayette, Calif., since 1945.
- Pattee, Howard Hunt, B.A.'22, Pomona Col., M.A.'26, Stanford Univ.; Exec. Secy., Calif. Assn. of Independent Sch., Claremont, Calif., since 1942.
- Paulsen, O. B., M.A.'32, Univ. of Calif.; Dist. Supt. of Union H. S., Hayward, Calif., 1942-53. Address: 401 Soto St., Hayward, Calif.
- Pence, Edith E., B.A.'42, M.A.'13, Univ. of Calif.; Prin., Lowell H.S., San Francisco, Calif., since 1950.
- Peterson, P. Victor, A.B.'17, Iowa State Tchrs. Col.; A.M.'21, Ph.D.'30, Stanford Univ.; Pres., Long Beach State Col., Long Beach, Calif., since 1949.
- Pollich, Raymond E., Ed.D.'43, Univ. of Southern Calif.; Asst. Supt. of Sch., Elem. Educ. Div., Los Angeles, Calif., since 1945.
- Porter, (Mrs.) Florence C., Exec. Secy., Calif. Sch. Trustees Assn., Bakersfield, Calif., since 1930.
- Potter, (Mrs.) Gladys L., B.E.'27, Univ. of Calif., Los Angeles; M.A.'35, Univ. of Calif., Berkeley; Deputy Supt. of Sch., Long Beach, Calif., since 1947.
- Price, Charles Kirby, A.B.'28, Chico State Col.; M.A.'35, Col. of the Pacific; Supt. of Sch., Orland, Calif., since 1927.
- Pruiett, John L., A.B.'40, Fresno State Col.; Dist. Supt. of Sch., Wasco, Calif., since 1952.
- Pulliam, Nolan D., A.B.'25, Central Col.; A.M.'32, Ed.D.'46, Stanford Univ.; Supt. of Sch., Stockton, Calif., since 1951.
- Quillen, I. James, A.B.'29, Univ. of Del.; A.M.'32, Ph.D.'42, Yale Univ.; Dean, Sch. of Educ., Stanford Univ., Stanford University, Calif., since 1953.
- Ramm, Lawrence Robert, A.B.'30, Whitman Col.; M.A.'48, Ed.D.'50, Stanford Univ.; Supt. of Union H. S. Dist., Hayward, Calif., since 1953.
- Redford, Edward H., B.A.'27, State Col. of Wash.; M.A.'31, Ed.D.'39, Stanford Univ.; Asst. Supt. of Sch., San Francisco, Calif., since 1950.
- Rees, Jack D., M.A.'41, Univ. of Calif.; Dist. Supt. of Elem. Sch., Hayward, Calif., since 1945.
- Reeve, Claude L., M.A.'27, Univ. of Southern Calif.; Asst. Supt. of City Sch., Los Angeles, Calif., since 1949.
- Regier, J. N., M.A.'32, Univ. of Nebr.; Supt. of Sch., San Luis Obispo, Calif., since 1948.
- Reid, John Lyon, B.A.'29, M.A.'29, Univ. of Calif.; M.Arch.'31, Inst. of Tech.; Archt., 1069 Market St., San Francisco, Calif., since 1946.
- Reinecke, Lawrence W., A.B.'35, Univ. of Calif.; M.A.'42, Stanford Univ.; Coordinator of Sec. Educ., Alameda Co. Sch., Oakland, Calif., since 1945.
- Reller, Theodore L., B.S. in Ed.'28, A.M.'30, Univ. of Pa.; Ph.D.'33, Yale Univ.; Prof. of Educ., Univ. of Calif., Berkeley, Calif., since 1948.
- Reynolds, T. F., A.B.'27, Western Ky. State Tchrs. Col.; M.A.'52, Stanford Univ.; Supt., Union H. S. Dist., San Mateo, Calif., since 1951.
- Rhodes, Alvin E., A.B.'31, San Jose State Col.; M.A.'41, Stanford Univ.; Co. Supt. of Sch., San Luis Obispo, Calif., since 1947.
- Rinehart, (Mrs.) Gladys C., 2225 E. Orange Grove Ave., Pasadena, Calif.
- Roberts, Harold B., Ed.D.'50, Stanford Univ.; Dean of Educ. Serv. and Summer Session, Sacramento State Col., Sacramento, Calif., since 1949.
- Roberts, W. E., A.B.'33, San Jose State Col.; Supt. of Siskiyou Co. Sch., Yreka, Calif., since 1951.
- Robinson, Jack, B.A.'29, Chapman Col.; Supt. of Elem. Sch., Paramount, Calif., since 1949.
- Robinson, (Mrs.) Margaret R., Vicepres., Fresno City Bd. of Educ., Fresno, Calif., since 1939.
- Roche, (Rev.) Patrick J., Ph.D.'41, Catholic Univ. of America; Asst. Supt. of Catholic Sch., Los Angeles, Calif., since 1946.
- Roderick, Donald M., A.B.'34, Chico State Col.; M.A.'38, Ed.D.'46, Stanford Univ.; Supt. of Sch., Alameda, Calif., since 1952.
- Rogers, Paul J., A.B.'27, Chapman Col.; Dist. Supt. of Sch., Colton, Calif., since 1944.
- Rolf, Everett I., A.B.'33, Univ. of Calif.; Bus. Mgr., Unified Sch. Dist., Vallejo, Calif., since 1947.
- Ross, John G., B.A.'32, San Jose State Col.; Deputy Supt., Kern Co. Sch., Bakersfield, Calif., since 1943.
- Ross, Milton G., B.A.'37, Univ. of Calif., Santa Barbara; Supt. of Sch., Taft, Calif., since 1949.
- Ross, William F., B.A.'45, M.S.'52, Univ. of Southern Calif.; Prin., Loara Sch. Dist., Anaheim, Calif., since 1948.
- Rowland, Clyde C., B.S. in Ed.'28, Northwest Mo. State Col.; M.S. in Ed.'33, Univ. of Southern Calif.; Continuation H.S. Tchrs., Andrew Jackson H.S., Los Angeles, Calif., since 1939.

CALIFORNIA

- Mattox, Clifford J., A.B.'25, Univ. of Wash.; A.M.'39, Stanford Univ.; Asst. Supt. of City Sch., San Bernardino, Calif., since 1945.
- Meade, (Mrs.) Agnes Weber, Supt. of Yuba Co. Sch., Marysville, Calif., since 1927.
- Melbo, Irving R., A.B.'30, M.A.'32, N. Mea. Western Col.; Ed.D.'34, Univ. of Calif.; Dean, Sch. of Educ., Univ. of Southern Calif., Los Angeles, Calif., since 1953.
- Melendy, Ruth W., M.A.'34, Univ. of Oregon; Supt. of Elem. Sch. Dist., San Carlos, Calif., since 1943.
- Mennet, Earl F., M.S.'37, Univ. of Idaho; Dir. of Research, Alameda Co. Sch., Oakland, Calif., since 1946.
- Merrill, Foster C., A.B.'30, Chico State Col.; M.A.'34, Ed.D.'43, Stanford Univ.; Asst. Supt., Instr., Unified Sch. Dist., Burbank, Calif., since 1949.
- Michell, Forrest C., M.A.'34, Univ. of Calif.; Admin. Asst., Pub. Sch., Oakland, Calif., since 1946.
- Miller, Bruce, A.B.'34, San Diego State Col.; M.A.'44, Claremont Col.; Supt. of Sch., Riverside, Calif., since 1952.
- Milliken, Daniel B., B.A.'26, Pomona Col.; M.B.A.'28, Harvard Univ.; Supt. of Chaffey Union H.S., and Pres., Chaffey Col., Ontario, Calif., since 1949.
- Miner, George D., B.A.'22, Carleton Col.; M.A.'29, Ed.D.'40, Univ. of Calif.; LL.D.'45, Ursinus Col.; Supt. of Sch., Richmond, Calif., since 1949.
- Mitchell, R. G., B.A.'26, M.A.'27, Univ. of Calif.; Supt. of Sch., Beverly Hills, Calif.
- Mock, Thomas M., B.S. in Ed.'20, Kansas State Tchrs. Col.; M.S.'32, Univ. of Southern Calif.; Prin., Horace Mann Sch., Beverly Hills, Calif., since 1929.
- Monsen, Courtensy, Secy., Bd. of Educ., Pasadena, Calif., since 1928.
- Montgomery, O. Millage, B.S.'13, Oregon State Col.; Assoc. Supt. of Sch., Los Angeles, Calif., since 1944.
- Montgomery, Kenneth M., A.B.'26, M.A.'31, Occidental Col.; Deputy Supt. of Sch., Glendale, Calif., since 1947.
- Moore, Wallace H., Chmn., Div. of Educ. and Psych., Long Beach, Calif.
- Morgan, Edward D., A.B.'36, San Francisco State Col.; Supt. of Sch., Dimba, Calif., since 1951.
- Morgan, Miles Evan, A.B.'15, M.A.'22, Ph.D.'33, Univ. of Wash., Supt. of City Sch., Santa Monica, Calif., since 1953.
- Morphet, Edgar L., A.B.'18, Ind. State Tchrs. Col.; M.A.'26, Ph.D.'27, Tchrs. Col., Columbia Univ.; Prof. of Educ., Univ. of Calif., Berkeley, Calif., since 1949.
- Morris, A. B., Dist. Supt. of Sch., Castro Valley, Calif., since 1919.
- Morris, Perry S., M.S.'35, Univ. of Southern Calif.; Supt., Unified Sch. Dist., Ramona, Calif., since 1952.
- Morrisett, Lloyd N., A.B.'17, Univ. of Okla.; M.A.'30, Ph.D.'34, Columbia Univ.; Prof. of Educ., Univ. of Calif., Los Angeles, Calif., since 1941.
- *Muelder, Wallace Richard, B.S.'46, Western Ill. State Col.; M.S. in Ed.'47, Ed.D.'52, Univ. of Southern Calif.; Asst. Co. Supt. of Sch., Riverside, Calif., since 1950.
- Mueller, Frederick Eugene, B.A.'28, Iowa State Tchrs. Col.; M.A.'34, State Univ. of Iowa; Supt. of Sch., San Bernardino, Calif.
- Murdock, Forrest G., B.A.'16, State Col. of Wash.; M.Ed.'32, Univ. of Wash.; Pres., El Camino Col., El Camino College, Calif., since 1947.
- Murdock, Glenn E., B.A.'28, Univ. of Redlands; M.A.'36, Stanford Univ.; Supt. of Elem. Sch., La Mesa, Calif.
- Murphy, Edward V., A.B.'31, Fresno Col.; Dist. Supt. of Sch., Norwalk, Calif., since 1943.
- Murray, Earl, A.B.'18, Whittier Col.; M.A.'28, Ed.D.'53, Univ. of Southern Calif.; Prin. of Burroughs H. S., Kern Co. Union H. S. Dist., and Supt. of China Lake Elem. Sch. Dist., U. S. Naval Ordnance Test Sta., China Lake, Calif., since 1945.
- Myers, Arno E., Dist. Supt., Moorpark, Calif.
- Myers, Newell Dixon, A.B.'33, Stanford Univ.; M.A.'36, Univ. of Calif.; Dist. Supt. of Sch., Palos Verdes Estates, Calif., since 1939.
- Neil, James W., Ed.D.'49, Univ. of Calif.; Asst. Prof. of Educ., Sacramento State Col., Sacramento, Calif., since 1950.
- Nelson, Ada Shuman, B.E.'06, Pa. State Tchrs. Col., Bloomsburg; Life Admin.'24, Univ. of Southern Calif.; Dist. Supt. of Sch., Los Nietos, Calif., since 1912.
- Nelson, Hazel L., B.S.'29, Columbia Univ.; Supt. of Sch., Duarte, Calif., since 1946.
- Nelson, (Mrs.) Myra E. Banta, Master's '29, Univ. of Calif., Los Angeles; Dist. Asst. Supt. of Sch., Los Angeles, Calif., since 1946.
- Nelson, Thomas L., B.S.'16, M.A. in Ed.'25, Ed.D.'33, Univ. of Calif.; Supt. of Sch., Berkeley, Calif., since 1945.
- Nesbit, (Mrs.) Mae, Supt., Elem. Sch. Dist., Belmont, Calif.
- Netzley, Byron L., B.A.'33, Whittier Col.; M.A.'53, Univ. of Southern Calif.; Dist. Supt. of Sch., Lamon Grove, Calif., since 1942.
- Newcomb, Douglas A., B.S.'18, Univ. of Rochester; M.A.'27, Stanford Univ.; LL.B.'38, Univ. of Southern Calif.; Supt. of Sch., Long Beach, Calif., since 1947.
- Nichols, Leroy, A.B.'12, Southwestern Col.; A.M.'14, Univ. of Southern Calif.; Dist. Supt. of Pub. Sch., Lodi, Calif., since 1932.
- Noel, Francis W., A.B. in Ed.'32, Univ. of Calif.; M.S. in Ed.'35, Univ. of Southern Calif.; Chief, Bur. of Audio-Visual Educ., State Dept. of Educ., Sacramento, Calif., since 1945.
- Nopel, John H., A.B.'35, Chico State Col.; M.A.'41, Univ. of Calif.; Admin. Asst. of City Sch., Chico, Calif., since 1950.
- Norby, Theo J., B.S.'35, M.Ed.'39, Univ. of Oregon; Supt. of Sch., Inglewood, Calif., since 1951.
- Northrup, Orville I., A.B., B.E.'39, Univ. of Calif.; Dist. Supt. and Prin., Tustin, Calif.
- Norwood, (Mrs.) Olive A., Calif. Life Diploma '27; Admin. Cert.'44, Fresno State Col., Berkeley; Dist. Supt., Richgrove, Calif., since 1944.

- Stevens, Kathleen H., M.A.'28, Univ. of Southern Calif.; Pres., Calif. Elem. Sch. Admin. Assn., Los Angeles, Calif.
- Stockton, Jesae D., A.B.'20, Univ. of Calif., Berkeley; Kern Co. Supt. of Sch., Bakersfield, Calif., since 1947.
- *Stoddard, Alexander Jerry, B.S.'22, LL.D.'40, Univ. of Neb.; A.M.'24, Columbia Univ.; Ed.D.'32, R.I. Col. of Educ.; L.H.D.'39, Beaver Col.; LL.D.'39, Temple Univ.; L.H.D.'40, Univ. of Pa.; LL.D.'47, Bucknell Univ.; Pres., Dept. of Superintendence, 1935-36; Honorary Life Member, American Assn. of Sch. Admin.; Chmn., Educ. Policies Comm., 1936-46; Supt. of Sch., Los Angeles, Calif., since 1948.
- Stokesbary, Maurice R., M.S.'35, Univ. of Southern Calif.; Deputy Supt. of Sch., Alhambra, Calif., since 1940.
- Stone, Gladys, Monterey Co. Supt. of Sch., Salinas, Calif.
- Stoops, Emery, A.B.'30, Univ. of Colo.; M.A.'34, Ed.D.'41, Univ. of Southern Calif.; Assoc. Prof. of Educ., Univ. of Southern Calif., Los Angeles, Calif., since 1953.
- Stowers, Cecil B., B.S.'42, Central State Col. (Okla.); M.S.'51, Univ. of Southern Calif.; Dist. Supt. of Carmenita Schs., Norwalk, Calif., since 1951.
- Taber, Theron S., Jr., A.B.'27, M.A.'28, Stanford Univ.; Deputy Supt. of Kern Co. Union H.S. Dist., Bakersfield, Calif., since 1945.
- Taft, Chester A., A.B.'23, Stanford Univ.; M.A.'30, Univ. of Southern Calif.; Prin. of Ocean View Sch., Whittier, Calif., since 1953.
- Tallman, Norman O., A.B.'31, Occidental Col.; M.A.'36, Ed.D.'51, Univ. of Southern Calif.; Asst. Supt. of Unified Sch. Dist., Montebello, Calif., since 1947.
- Taylor, John Walter, A.B.'31, Univ. of Calif.; Mendocino Co. Supt. of Sch., Ukiah, Calif., since 1935.
- Thecla, Sister Mary, B.A.'41, Immaculate Heart Col.; M.A.'46, Ph.D.'52, Catholic Univ. of America; Pres., Immaculate Heart Col., Los Angeles, Calif., since 1951.
- Thompson, Byron E., A.B.'33, Univ. of Redlands; Dist. Supt. of Sch., El Monte, Calif., since 1947.
- *Thompson, Carroll W., A.B.'23, Chapman Col.; A.M.'25, B.D.'27, Univ. of Southern Calif.; Ed.D.'49, Tehrs. Col., Columbia Univ.; Prin., Evening H.S., Glendale, Calif.
- Thornton, James W., Jr., Ph.D.'41, Stanford Univ.; Vicepres., Orange Coast Col., Costa Mesa, Calif.
- Thrall, C. Burton, Co. Supt. of Sch., San Bernardino, Calif.
- Thyberg, Clifford S., B.A.'35, Whittier Col.; M.S. in Ed.'48, Univ. of Southern Calif.; Dist. Supt. of West Covina Sch., Covina, Calif., since 1948.
- Tibby, (Mrs.) Ardella Bitner, A.B.'22, M.A.'28, Univ. of Southern Calif.; Supt. of Sch., Compton, Calif., since 1934.
- Tierney, (Mrs.) Hallie M., B.A.'10, Lawrence Col.; Co. Supt. of Sch., Alturas, Calif., since 1935.
- Tiner, Hugh M., A.B.'29, Abilene Christian Col.; M.A.'29, Stanford Univ.; Ph.D.'44, Univ. of Southern Calif.; Pres., George Pepperdine Col., Los Angeles, Calif., since 1939.
- Todhunter, Lawrence E., M.A.'36, Stanford Univ.; Asst. Supt. of Sch., Fresno, Calif., since 1950.
- Tormey, James R., B.A.'32, San Jose State Col.; M.A.'51, Stanford Univ.; San Mateo Co. Supt. of Sch., Redwood City, Calif., since 1950.
- Trillingham, Clinton C., A.B.'21, Southwestern Col.; A.M.'31, Ed.D.'33, Univ. of Southern Calif.; Co. Supt. of Sch., Los Angeles, Calif., since 1942.
- Trombetta, J. C., M.A.'31, Stanford Univ.; Asst. Supt. of Sch., Fresno, Calif., since 1948.
- Troxell, (Mrs.) Naoma S., Ph.B.'26, Univ. of Chicago; M.Ed.'37, Loyola Univ.; Dir., Psych., Guidance, Welfare and Attendance Serv., Alameda Co. Sch., Oakland, Calif., since 1949.
- Turner, George W., Member, Bd. of Educ., Fresno, Calif., since 1938.
- Turner, Lawrence E., B.A.'30, McPherson Col.; A.M.'41, Ph.D.'46, Univ. of Calif., Berkeley; Exec. Dean, Humboldt State Col., Arcata, Calif.
- Turner, Rex H., B.A.'24, State Col. of Wash.; M.A.'28, Stanford Univ.; Ed.D.'36, Univ. of Calif.; Asst. Supt. of Sch., Oakland, Calif., since 1946.
- Turner, Thomas R., Supt. of Unified Sch. Dist., Pacific Grove, Calif.
- Twist, Dwight E., A.B.'37, Univ. of Redlands; M.A.'38, Ed.D.'52, Univ. of Calif.; Supt. of City Sch., Petaluma, Calif., since 1952.
- Ulrich, Robert P., B.A.'28, Ohio Wesleyan Univ.; M.A.'33, Ohio State Univ.; Elem. Dist. Supt. of Sch., Mojave, Calif., since 1950.
- Ungaro, Daniel M., A.B.'32, Univ. of Calif.; M.A.'53, San Jose State Col.; Dist. Supt., Saratoga Union Elem. Sch., Saratoga, Calif., since 1946.
- Vanderpool, Merrill M., Pres., Bd. of Educ., Palo Alto, Calif., since 1951.
- Vanderveer, Lonnie T., B.S.'28, Southwestern State Col. (Okla.); M.Ed.'39, Okla. Univ.; Head, Dept. of Educ., George Pepperdine Col., Los Angeles, Calif., since 1951.
- Vaniman, Glenn G., A.B.'29, LaVerne Col.; M.A.'31, Univ. of Southern Calif.; Dist. Supt. of Citrus Union H.S. and Jr. Col., Arusa, Calif., since 1944.
- Van Matre, (Mrs.) Clara E., Calif. Elem. Life Diploma '29; Trinity Co. Supt. of Sch., Weaverville, Calif., since 1931.
- Vasche, Joseph Burton, A.B.'31, San Jose State Col.; M.A.'35, Ed.D.'47, Stanford Univ.; Assoc. Supt. of Pub. Instr. and Chief, Div. of State Colleges and Tchrs. Educ., State Dept. of Educ., Sacramento, Calif., since 1952.
- Vredevoe, Lawrence E., A.B.'29, Hope Col.; M.A.'33, Ph.D.'42, Univ. of Mich.; Prof. of Educ., Univ. of Calif. at Los Angeles, Los Angeles, Calif., since 1953.
- Walker, A. Glenwood, B.S. in Ed.'38, Pa. State Tchrs. Col.; Ed.M.'40, Univ. of Pittsburgh; Ed.D.'46, Tchrs. Col., Columbia Univ.; Dir., Pacific Coast Office, Educ. Testing Serv., Los Angeles, Calif.
- Walker, A. Roland, A.B.'32, Fresno State Col.; M.S. in Ed.'35, Univ. of Southern Calif.; Admin. Asst. to Supt. of Sch., Pasadena, Calif., since 1953.

CALIFORNIA

- Royce, Clarence W., B.A.'28, Col. of the Pacific; Dist. Supt. of Sch., Oakdale, Calif., since 1942.
- Ruppenthal, Bruce M., A.B.'46, Ariz. State Col.; Dist. Supt. of Sch., San Marcos, Calif., since 1950.
- Rusk, James H., A.B.'24, M.A.'34, Stanford Univ.; Supt. of National Sch. Dist., National City, Calif., since 1942.
- Ryan, Thomas L., A.B.'29, Univ. of Santa Clara, Supt., East Side Union H.S., Alum Rock Union Elem. Sch., San Jose, Calif., since 1933.
- Samuels, Charles T., A.B.'31, M.S. in Ed.'35, Univ. of Southern Calif.; Dist. Supt., East Whittier Sch., Whittier, Calif., since 1938.
- Schaefer, Amos E., M.A.'36, Univ. of Southern Calif., Supt. of Pub. Sch., Coronado, Calif., since 1948.
- Schieber, Frank, B.A.'43, Humboldt Col.; Supt. of Bellevue Union Sch. Dist., Santa Rosa, Calif.
- Schmidt, (Mrs.) Blanche, A.B.'20, San Jose State Col., Prin., since 1928, and Dist. Supt., Elem. Sch., Dos Palos, Calif., since 1943.
- Schneppla, Stanley O., B.A.'41, Stanford Univ., Supt. of Ravenswood Elem. Sch. Dist., East Palo Alto, Calif., since 1948.
- Scodald, R. J., B.A.'15, M.A.'27, Univ. of Minn., Dist. Supt. of Sch., Coleraine, Minn., 1946-53. Address: 4275 Vardugo Rd., Los Angeles, Calif.
- Sears, Jesse Brundage, A.B.'09, Stanford Univ.; Ph.D.'29, Tchrs. Col., Columbia Univ., Prof. of Educ., Emeritus, Stanford Univ., since 1949. Address: 40 Tevis Pl., Palo Alto, Calif.
- *Seidal, Vaughn D., Co. Supt. of Sch., Oakland, Calif.
- Selland, Arthur L., Mgr., E. F. Hutton and Co., Fresno Branch, and Member, Bd. of Educ., Fresno, Calif.
- Sewell, Nelson B., A.B.'32, M.A.'33, Univ. of Calif.; Prin., Union H.S., Salinas, Calif., since 1942.
- Saylor, Louisa Wood, A.B.'27, M.A.'38, Ed.D.'45, Univ. of Calif., Los Angeles; Asst. Supt. of Sch., Div. of Elem. Educ., Los Angeles, Calif., since 1946.
- Shafer, Paul F., B.A.'21, Pomona Col.; M.Ed.'32, Univ. of Southern Calif.; Litt. D.'48, Univ. of Louisville; Asst. Supt. of Elem. Sch. Dist., Los Angeles, Calif., since 1947.
- Shambaugh, Clifford F., A.B.'32, A.M.'36, Colo. State Col. of Educ., Dist. Supt. of Sch., Downey, Calif., since 1947.
- Shaver, Stanley B., A.B.'23, M.A.'24, Pomona Col., Prin., Union H. S., and Dist. Supt. of Sch., Covina, Calif., since 1946.
- Sheldon, Donald R., B.S.'26, Kansas State Tchrs. Col., Pittsburg; M.A.'31, Stanford Univ., Deputy Supt. of Sch., Stockton, Calif., since 1951.
- Shimmin, Irvin A., B.S.'28, Univ. of Calif., Address: Box K 302, Newhall, Calif.
- Shively, Dean L., B.A.'37, Whittier Col.; Supt., Temple Sch. Dist., El Monte, Calif., since 1942.
- Silbaugh, (Mrs.) Della M., 835 Middlefield Rd., Palo Alto, Calif.
- Simmons, Linton T., B.S.'21, Univ. of Ariz.; M.S.'41, Univ. of Southern Calif.; Orange Co. Supt. of Sch., Santa Ana, Calif., since 1945.
- Simpson, Roy E., M.A.'31, Claremont Col.; Litt.D.'48, Chapman Col.; Pd.D.'51, Col. of the Pacific; D.H.L.'53, Col. of Osteopathic Physicians and Surgeons (Calif.); State Supt. of Pub. Instr., Sacramento, Calif., since 1945.
- Singer, Jack R., A.B.'31, Univ. of Redlands, M.S.'41, Univ. of Southern Calif.; Supt. of City Sch., Culver City, Calif., since 1947.
- Skaggs, Darcy A., A.B.'33, M.A.'40, Ariz. State Col., Tempe; Ed.D.'49, Univ. of Southern Calif.; Dist. Supt. of Sch., Artesia, Calif., since 1946.
- Slocum, Darrel Hugh, Ed.B.'32, Wis. State Col., Superior; A.M.'38, Western State Col. of Colo.; Field Representative, State Dept. of Educ., Los Angeles, Calif., since 1951.
- Smith, Don M., Supt. of Wiseburn Sch. Dist., Hawthorne, Calif., since 1930.
- Smith, Gerald A., B.A.'37, M.A.'39, Univ. of Redlands; Dist. Supt. of Sch., Bloomington, Calif., since 1946.
- Smith, H. Lawson, A.B.'40, San Jose State Col.; M.A.'49, Ed.D.'53, Stanford Univ.; Supt. of Elem. Sch., Herington, Calif., since 1947.
- Smith, Irving Wright, B.S.'10, Trinity Col.; M.A.'13, Yale Univ.; Ed.M.'27, Harvard Univ.; Consultant in Research and Library Service, P.O. Box 1352, Richmond, Calif.
- Smith, Lewis F., Ph.B.'31, Univ. of Wis.; M.A.'40, Ohio State Univ.; Dist. Supt. of Sch., Grossmont, Calif., since 1944.
- Smith, Mary Catherine, A.B.'31, San Diego State Col.; Pres., San Diego Tchrs. Assn., San Diego, Calif., since 1932.
- Smith, W. Max, A.B.'34, Fresno State Col.; M.S.'35, Univ. of Southern Calif.; Supt. of City Sch. Dist., Merced, Calif., since 1932.
- Snowden, George L., Dist. Supt. of Sch., Farmersville, Calif., since 1932.
- *Spaulding, Frank E., A.B.'09, LL.D.'20, Amherst Col.; A.M., Ph.D.'24, Leipzig, Univ., Germany; A.M.'20, Yale Univ.; Honorary Life Member, American Assn. of Sch. Admin.; Prof. Emeritus of Educ., Yale Univ., since 1935. Address: Casa de Manana, La Jolla, Calif.
- Spears, Harold, A.B.'24, Wabash Col.; M.A.'31, Ed.D.'39, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., San Francisco, Calif.
- Spencer, Edward M., B.S.'24, Iowa State Col.; M.A.'37, Ph.D.'40, State Univ. of Iowa; Educ. Dept., Fresno State Col., Fresno, Calif., since 1950.
- Spies, Henry R., A.B.'21, Willamette Univ.; A.M.'31, Stanford Univ.; Supt. of Sch., Antioch, Calif., since 1942.
- Spinaz, Andrew, A.B.'30, Humboldt State Col.; City Supt. of Sch., Redwood City, Calif., since 1937.
- Stafford, Gordon, Archt., 102 1/2 J St., Sacramento, Calif.
- Stanton, Robert, Archt., A.I.A., State of Calif., Carmel, Calif., since 1934.
- Starr, (Mrs.) Irene W., A.B.'33, Univ. of Wash.; Dir. of Special Educ., Co. Sch., San Luis Obispo, Calif., since 1952.
- Steed, Eli R., B.A.'25, Brown Univ.; Dist. Supt. of Sch., Barstow, Calif., since 1944.
- Stevens, A. C., Jr., Dist. Supt. of Sch., Sunnyvale, Calif., since 1944.

Univ. of Calif., Library, Serials Section, Los Angeles, Calif.
Walnut Creek Grammar School, Attn: Dist. Supt. Sheldon Rankin, Walnut Creek, Calif.
Westwood Junior and Senior High School, Lassen Co., Westwood, Calif.

CANAL ZONE

Wright, George C., B.A.'29, State Tchrs. Col., Valley City, N. Dak.; M.A.'36, Northwestern Univ.; Dir., Vocational Educ., Balboa, Canal Zone.

COLORADO

INDIVIDUAL MEMBERS

Allen, Herbert E., B.A.'30, Nebr. State Tchrs. Col., Chadron; M.A.'36, Colo. State Col. of Educ.; Supt. of Consol. Sch. Dist. 2, Rifle, Colo., since 1948.
Anderson, A. Helen, A.B.'14, A.M.'31, Univ. of Denver; Dir. of Publications, Pub. Sch., Denver, Colo., since 1929.
Anderson, Ruth H., Prin. of Gove Jr. H. S., Denver, Colo.
Angevine, Merrill L., A.B.'27, M.A.'36, Univ. of Denver; Supt. of Sch., Dist. 52, Lafayette, Colo., since 1934.
Armstrong, Charles E., Jr., B.S.'31, Colo. Col.; M.A.'49, Univ. of Denver; Ed.D.'52, Columbia Univ.; Supvr. of Engineering Dept., Pub. Sch., Denver, Colo., since 1948.
Arnold, Leta, Prin., Fairview Elem. Sch., Denver, Colo.
Asfahl, William D., M.A.'27, Univ. of Okla.; M.A.'30, Univ. of Colo.; Ed.D.'44, Tehra. Col., Columbia Univ.; Dir., Rocky Mountain Educ. Consulting Serv., Denver, Colo.
Bshita, Barro, B.Ed.'39, Southern Ill. Univ.; M.A.'40, Univ. of Ill.; M.Sc. in Ed.'46, Western Ill. State Tchrs. Col.; Supt. of Sch., Dist. 1, Silverton, Colo., since 1949.
Bader, Ernest H., B.S.'15, Colo. A. and M. Col.; M.S.'32, Univ. of Colo.; Supt. of Sch., Crawford, Colo., since 1933.
Bain, Francis M., A.B.'30, Univ. of Colo.; Member, Bd. of Educ., Denver, Colo., since 1949.
Bald, Dwight C., B.S.'28, Colo. A. and M. Col.; M.S.'36, Univ. of Colo.; Pres., Trinidad State Jr. Col., Trinidad, Colo., since 1946.
Barbiero, Samuel M., A.B.'39, Colo. State Col.; M.A.'44, Univ. of Colo.; Supt. of Sch. Dist. 29, Louisville, Colo., since 1944.
Barrett, Lawrence Adams, B.S.'25, Kansas State Tchrs. Col., Pittsburg; M.S.'29, Univ. of Colo.; Ph.D.'41, McKinley Roosevelt Foundation; Supt. of Sch., Dist. 7, Siltice, Colo., since 1941.
Baumunk, Lowell, Supt. of Sch. Dist. 1, Yuma, Colo., since 1932.
Baxter, Dave, A.B.'41, M.A.'43, Western State Col. of Colo.; Supvr., Maintenance and Transportation, Delta Co. Joint Sch. Dist. 50, Hotchkiss, Colo., since 1948.
Becker, Ray F., B.A.'45, Washburn Univ.; M.A.'52, Colo. State Col. of Educ.; Supt. of Sch., Primero Pub. Sch., Segundo, Colo., since 1951.
Bennett, Charles Willis, A.B.'39, M.A.'46, Colo. State Col. of Educ.; Supt. of Sch. Dist. 1, Saguache, Colo., since 1943.

Bethke, Paul G., M.A.'48, Colo. State Col. of Educ.; Supt. of Sch. Dist. 62, Timnath, Colo., since 1947.
Bishop, William E., A.B.'31, Cotner Col.; M.A.'39, Colo. State Col. of Educ.; Supt. of Sch., Englewood, Colo., since 1953.
Black, Lorenzo George, A.B.'24, Grand Island, Nebr.; A.M.'32, Colo. State Col. of Educ.; Supt. of Sch. Dist. 31, Cheraw, Colo., since 1951.
Boltz, Idris K., B.S.'29, Kansas State Tchrs. Col., Pittsburg; M.A.'36, Colo. State Col. of Educ.; Supt. of Mesa Co. Valley Sch. Dist. 51, Grand Junction, Colo., since 1943.
Braun, Louis H., A.B.'30, A.M.'31, Colo. State Col. of Educ.; Ed.D.'53, Columbia Univ.; Dir. of Instr., Pub. Sch., Denver, Colo., since 1952.
Britton, Russell K., B.S.'35, M.S.'40, Colo. A. & M. Col.; Dir. of Instr., Pub. Sch., Denver, Colo., since 1944.
Brown, A. A., A.B.'21, Wheston Col.; M.A.'26, Univ. of Colo.; Supt. of Sch. Dist. 6, Littleton, Colo., since 1946.
Bruce, James H., Centennial Sch. Supply Co., Box 5224, Denver 17, Colo.
Brumfield, Carl A., A.B.'23, M.A.'25, Colo. Col.; Supt. of Consol. Sch. Dist. 8, Monte Vista, Colo., since 1925.
Bruns, (Mrs.) Mary J., A.B.'26, M.A.'50, Univ. of Denver; Prin. of Stedman Sch., Denver, Colo., since 1946.
Bundy, W. Wilson, A.B.'36, M.A.'40, Univ. of Colo.; Supt. of Sch. Dist. 14, Manitou Springs, Colo., since 1946.
Bunner, Ray, B.A.'34, Western State Col. of Colo.; M.A.'46, Colo. State Col. of Educ.; Supt. of Yuma Co. H. S., and Sch. Dist. 2, Wray, Colo., since 1949.
Burbank, Natt B., A.B.'25, Univ. of Vt.; M.A.'31, Tchrs. Col., Columbia Univ.; Supt. of Sch. Dist. 3, Boulder, Colo., since 1949.
Burkhard, Elmer L., M.A.'41, Colo. State Col. of Educ.; Supt. of Sterling and Logan Co. H. S., Sterling, Colo., since 1953.
Butler, Leo William, A.B.'27, M.A.'31, Colo. State Col. of Educ.; Supt. of Sch. Dist. 8, Fort Lupton, Colo., since 1935.
Canode, Willard A., B.S.'37, James Millikin Univ.; M.A.'43, Mont. State Univ.; Supt. of Sch., Durango, Colo., since 1952.
Carlson, C. J., Centennial Sch. Supply Company, 3212 Huron, Denver, Colo.
Carson, (Mrs.) Esther D., A.A., Colo. State Col. of Educ.; Elbert Co. Supt. of Sch., Kiowa, Colo., since 1946.
Cavanaugh, Elisabeth, B.A.'48, Colo. State Col. of Educ.; Lake Co. Supt. of Sch., Leadville, Colo., since 1951.
Chamney, John S., M.A.'50, Colo. Col.; Supt. of Cheyenne Mt. Sch., Colorado Springs, Colo., since 1951.
Chase, Merle V., B.S.'32, M.S.'37, Kansas State Col. of Agr. and Applied Science; Supt. of Sch. Dist. 4 and Co. H. S., Walsenburg, Colo., since 1952.
Chollar, William P., A.B.'35, Friends Univ.; M.A.'41, Univ. of Wichita; Supt. of Sch. Dist. 2, Florence, Colo., since 1950.
Cole, Alton, M.Ed.'40, Univ. of Okla.; Supt., Telluride Sch. Dist. 1, Telluride, Colo., since 1949.
Coy, S. Clay, A.B.'31, Nebr. State Tchrs. Col., Peru; M.A.'39, Univ. of Nebr.; Supt. of Sch., Berthoud, Colo., since 1953.

- Walker, Elmer M., A.B.'28, Univ. of Calif.; M.A.'52, Univ. of Southern Calif.; Dist. Supt. of Sch., Lakeside, Calif., since 1946
- Walker, Robert Edwin, B.S.'34, Pa. State Tchrs. Col., Shippery Rock; M.A.'40, Univ. of Pittsburgh; Supt. of Boosta Union H.S. Dist., La Verne, Calif.
- Walter, Robert Bruce, B.S. in Ed.'29, M.S. in Ed.'39, Ed.D.'51, Univ. of Southern Calif., Chief Deputy Co. Supt. of Sch., Los Angeles, Calif., since 1942.
- Walters, Paul E., A.B.'35, Fresno State Col.; Dist. Supt. of Elem. Sch., Soquel, Calif., since 1945.
- Wampler, W. Norman, A.B.'29, Intermountain Union Col.; A.M.'33, Univ. of Wash.; Ph.D.'46, Univ. of Southern Calif.; Supt. of Sch., Bellflower, Calif., since 1946.
- Warburton, T. Stanley, B.A.'32, Pomona Col., M.A.'33, Claremont Col.; Supt. of Union H.S., Jr. Col. and Adult Educ. Program, Fullerton, Calif.
- Ward, E. W., Dist. Supt., Alameda Sch. Dist., Downey, Calif., since 1923.
- Ward, (Mrs.) Ethel S., Asst. Supt. of Alameda Co. Sch., Piedmont, Calif.
- Washburn, David M., B.S.'32, M.S.'33, Oregon State Col.; Supt. of Mamorial Union H. S. Dist., Moorpark, Calif., since 1953.
- Weakley, Guy A., A.B.'20, Baker Univ.; Dist. Supt. of Elem. Sch., H.S., and Jr. Col., El Centro, Calif.
- Weibel, H. Z., B.S.'32, M.A.'36, Univ. of Nebr.; Supt., Jefferson Elem. Sch. Dist., Daly City, Calif., since 1951.
- Weller, Loulae, A.B.'29, San Diego State Col., M.A.'32, Univ. of Southern Calif.; Prin. of Benjamin Franklin Sch., San Diego, Calif., since 1929.
- Wennerberg, Carl Herbert, A.B.'37, Univ. of Redlands, Supt., Union H.S. Dist., Whittier, Calif., since 1949.
- Wheeler, (Mrs.) Geraldina R., A.B.'41, Fresno State Col., Member, Bd. of Educ., Fresno, Calif., since 1949
- Whinnery, John Carroll, A.B.'32, Univ. of Calif. at Los Angeles, M.A.'34, Occidental Col.; Dist. Supt. of Sch., Montebello, Calif., since 1945.
- White, Burdette E., B.S.'38, M.S.'39, Univ. of Calif.; Supt. and Prin. of Union H. S., Perris, Calif., since 1953.
- White, George V., A.A.'23, San Jose State Col., A.B.'28, Stanford Univ.; Dist. Supt. of Elem. Sch., Burlingame, Calif., since 1945.
- White, Lawrence B., Ed.D.'44, Univ. of Calif., Los Angeles; Dist. Supt. of Sch., San Gabriel, Calif., since 1949.
- Wiggins, Charles W., Supt., Sooma Co. Sch., Santa Rosa, Calif., since 1942.
- Willey, Walter O., M.A.'42, Univ. of Calif., Los Angeles; Prin., El Rodeo Elem. Sch., Beverly Hills, Calif., since 1936
- Williams, Dan T., B.S.'29, Univ. of Utah; M.A.'31, Univ. of Calif.; Ed.D.'43, Univ. of Southern Calif.; Supt., Garvey Sch. Dist., South San Gabriel, Calif., since 1945.
- Williams, James H., B.A.'29, Hardin-Simmons Univ.; M.S.'34, Ed.D.'43, Univ. of Southern Calif.; Deputy Supt. of City Sch., Richmond, Calif., since 1950.
- Williams, Joseph Post, A.B.'33, Univ. of Colo.; M.A.'52, Stanford Univ.; Supt. of Tulare Co. Sch., Visalia, Calif., since 1949.
- Wilson, Bryan O., B.A.'28, Univ. of Mont.; M.A.'36, Univ. of Calif.; Contra Costa Co. Supt. of Sch., Martinez, Calif., since 1932.
- Wilson, James H., A.B.'13, Sterling Col.; A.M.'28, Univ. of Chicago; Coordinator of Curriculum, Viata H. S., Vista, Calif., since 1952.
- Wilson, William M., A.B.'27, Univ. of Calif.; Supt. of City Sch., Grass Valley, Calif., since 1952.
- Wolfson, Leo, B.S.'27, Univ. of Ariz.; M.S.'33, Univ. of Southern Calif.; Dist. Supt. of Joint Union H.S. Dist. and Reedley Col., Reedley, Calif., since 1950.
- Wollen, Lloyd P., B.S.'31, Kansas State Tchrs. Col.; Prin. and Dist. Supt. of Sch., Bishop, Calif., since 1949.
- Wolzak, Heiltje, Mono Co. Supt. of Sch., Bridgeport, Calif., since 1950.
- Wright, Frank Moore, A.B.'16, Whittier Col.; M.A.'30, Ed.D.'50, Univ. of Southern Calif.; Assoc. State Supt. of Pub. Instr., Sacramento, Calif., since 1947.
- Wright, Henry L., Kistner, Wright and Wright, 816 W. 5th St., Los Angeles, Calif.
- Wyland, Ray O., A.B.'15, Univ. of Ill.; B.S.'18, Garrett Biblical Inst.; M.A.'23, Ph.D.'34, Columbia Univ. Address: P. O. Box 502, Tujunga, Calif.
- Wynn, William J., B.A.'47, Univ. of Calif., Los Angeles; Dist. Supt. of Elem. Sch., Big Bear Lake, Calif., since 1947.
- Youngs, Grant Barton, A.B.'29, Univ. of Calif., Berkeley; Asst. Supt., Plumas Co. Unified Sch. Dist., Quincy, Calif., since 1949.
- Ziegler, Walter J., A.A.'38, Fullerton Jr. Col. (Calif.); A.B.'41, Santa Barbara Col.; Supt. of Reef-Sunae Union Elem. Sch. Dist., Avenal, Calif., since 1945.

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- Lackemann, Luise M., A.B.'38, Denver Univ.; Prin., Steck Elem. Sch., Denver, Colo., since 1948.
- Leake, James D., A.B.'25, B.S.'25, Drury Col.; M.A.'30, Univ. of Colo.; Ed.D.'49, Univ. of Denver; Supvr., Evaluation and Testing, Pub. Sch., Denver, Colo., since 1951.
- Lefebvre, V. L., B.S.'48, Minn. State Tchrs. Col., Bemidji; M.A.'51, Colo. State Col. of Educ.; Supt. of Washington Co. H. S. System, Akron, Colo., since 1953.
- Leftwich, Stanley A., A.B.'40, Univ. of Denver; Supt. of Rural Sch. Dist. 70, Pueblo, Colo., since 1947.
- Leise, George, B.S.'39, Colo. Agrl. and Mech. Col.; Supt. of Sch., Waverly, Ft. Collins, Colo., 1951-52. Address: Carr, Colo.
- Leshner, D. B., A.B.'21, Colo. Col.; M.A.'33, Univ. of Denver; Ed.D.'46, Colo. State Col. of Educ.; Supt. of Sch. Dist. 3, Fort Collins, Colo., since 1944.
- Lester, Vincil S., M.A.'41, Colo. State Col. of Educ.; Supt. of Sch. Dist. 1, Cortez, Colo., since 1945.
- Lienert, Charles, B.Ed.'37, Southern Ill. Univ.; M.S.'41, Univ. of Ill.; Supt. of Sch. Dist. 40, Pierce, Colo., since 1951.
- Lowry, Alex J., B.A.'40, Univ. of Redlands; M.A.'50, Colo. State Col. of Educ.; Supt. of Edison-Hayden Sch. Dist. 2, Hayden, Colo., since 1950.
- McDivitt, W. L., M.A.'47, Colo. State Col. of Educ.; Dean, LaJunta Jr. Col., LaJunta, Colo., since 1952.
- McTaggart, Dan L., B.M.E.'29, Northwestern Univ.; Supt. of Joint Sch. Dist. 10, Bayfield, Colo., since 1949.
- Marks, S. E., American Sch. Supply Co., Denver, Colo.
- Mathias, Henry Edwin, A.B.'23, A.M.'24, Univ. of Mo.; Dean of the Lower Div. and Dir. of Admissions, Colo. Col., Colorado Springs, Colo.
- Mickelson, Peter Palmer, A.B.'35, State Tchrs. Col., Mayville, N. Dak.; A.M.'39, Ph.D.'41, Univ. of Colo.; Pres., Western State Col. of Colo., Gunnison, Colo., since 1946.
- Miller, Fletcher M., A.B.'15, Univ. of Ohio; M.A.'28, Western State Col. of Colo.; Asst. Supt., Jefferson Co. Pub. Sch., Golden, Colo., since 1951.
- Miller, Graham R., E.M.'24, Colo. Sch. of Mines; M.S.'41, Colo. A. and M. Col.; Asst. Supt. of Sch. for Bus. Serv., Denver, Colo., since 1946.
- Minear, Craig P., A.B.'23, Iowa Wesleyan Col.; M.A.'30, State Univ. of Iowa; Exec. Secy., Colo. Educ. Assn., Denver, Colo., since 1944.
- Monell, Ralph P., A.B.'26, A.M.'39, Colo. Col.; Supt. Sch. Dist. 1, Canon City, Colo., since 1950.
- Moore, Harold E., A.B.'24, Ind. State Tchrs. Col.; M.A.'29, Ed.D.'43, Ind. Univ.; Dean, Sch. of Educ., Univ. of Denver, Denver, Colo., since 1953.
- Morie, Alvin L., M.Ed.'49, Univ. of Colo.; Supt. of Sch. Dist. 4, Springfield, Colo., since 1952.
- Mullins, Cecil, B.S. in Ed.'31, Univ. of Ark.; M.A.'34, Univ. of Colo.; Supt. of Consol. Sch. Dist. 7, Del Norte, Colo., since 1946.
- Naylor, Robert G., B.A.'40, M.A.'50, Univ. of Denver; Supt. of Union H. S. Dist., Kremmling, Colo., since 1951.
- Nicholson, I. J., B.A.'49, Univ. of Colo.; M.A.'52, Western State Col. (Colo.); Supt. of Sch., DeBeque, Colo., since 1952.
- Nolte, M. C., A.B.'37, Simpson Col.; M.S.'48, Drake Univ.; Supt. of Sch., Gunnison, Colo., since 1953.
- Oberholzer, Kenneth E., B.S.'24, Univ. of Ill.; M.S.'28, Agrl. and Mech. Col. of Texas; Ph.D.'37, Tchrs. Col., Columbia Univ.; Pres., American Assn. of Sch. Admin., 1951-52; Supt. of Sch., Denver, Colo., since 1947.
- Pendleton, Claud B., A.B.'21, A.M.'22, Univ. of Denver; Prin., Byers Jr. H. S., Denver, Colo., since 1950.
- Penttila, Rayno William, B.S.'31, Mont. State Col.; A.M.'53, Western State Col.; Supt. of Sch., Consol. Ute Agency, Ignacio, Colo., since 1947.
- Pickens, Tom H., B.A.'38, M.P.S.'47, Univ. of Colo.; Supt. of Sch., Las Animas, Colo., since 1953.
- Plachy, Fred J., B.S.'27, Huron Col.; A.M.'31, Univ. of Nebr.; Ed.D.'50, Colo. State Col. of Educ.; Pres., Adams State Col., Alamosa, Colo., since 1952.
- Powell, Rolland, M.E.'42, Colo. Agrl. and Mech. Col.; Supt. of Lower Valley Area, Mesa Co. Valley Sch. Dist. 51, Fruita, Colo., since 1952.
- Pratt, Philip S., A.B.'28, Western State Col. of Colo.; M.S.'38, Univ. of Southern Calif.; Supt. Sch. Dist. 1, Montrose, Colo.
- Ranum, Iver C., B.A.'34, Luther Col.; M.A.'45, Denver Univ.; Supt. of Sch. Dist. 50, Westminster, Colo., since 1948.
- Rea, Charles Dale, B.S.'36, Colo. A. and M. Col.; M.S.'40, Univ. of Southern Calif.; Ed.D.'52, Univ. of Colo.; Pres. of Fort Lewis A. and M. Col., Hesperus, Colo., since 1949.
- Rebell, Milton C., B.S.'32, M.S.'39, Univ. of Denver; Admin. Asst., Pub. Sch., Denver, Colo., since 1946.
- Reiva, James T., A.B.'30, Colo. State Col. of Educ.; M.A.'35, Columbia Univ.; Prin. of Morey Jr. H. S., Denver, Colo., since 1949.
- Rishel, John B., Ph.B.'15, M.A.'25, Bucknell Univ.; Prin., Westwood Jr. H.S., Denver, Colo., since 1950.
- Robertson, Estil G., B.A.'38, M.A.'41, Colo. State Col. of Educ., Greeley; Supt. of Rio Blanco Co. Dist. 1, Meeker, Colo., 1952-53.
- Ross, William R., B.S.'21, M.S.'24, Colo. Agrl. and Mech. Col.; Ph.D.'40, Colo. State Col. of Educ.; Pres. of Colo. State Col. of Educ., Greeley, Colo., since 1948.
- Rugg, Earle U., A.B.'15, A.M.'17, Univ. of Ill.; Ph.D.'23, Columbia Univ.; Head, Div. of Educ., Colo. State Col. of Educ., Greeley, Colo., since 1923.
- Rute, Philip, B.A.'31, M.A.'38, Univ. of Colo.; Supt. of Sch., Dist. 11, La Junta, Colo., since 1951.
- Samuels, Isadore, A.B.'12, Park Col.; LL.B.'18, Univ. of Kansas City; Member, Bd. of Educ., Denver, Colo., since 1948.
- Sandborn, Kent L., A.B.'12, Clark Univ.; A.M.'30, Univ. of Colo.; Supt. of Sch. Dist. 17, Longmont, Colo., since 1934.
- Simmons, L. V., B.A.'32, M.Ed.'47, Univ. of Buffalo; Supt. of Sch. Dist. 4, Rocky Ford, Colo., since 1948.

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- Dale, Gilbert R., B.A.'25, Southwestern Col. (Okla.); M.A.'36, Univ. of Ark.; M.A.'44, Columbia Univ.; Ed.D.'46, Univ. of Mo.; Chmn., Div. of Social Studies, Adams State Col., Alamosa, Colo., since 1946.
- Davis, Charles H., Jr., A.B.'33, M.A.'40, Univ. of Nebr.; Supt. of Sch. Dist. 60, Pueblo, Colo., since 1952.
- Davis, (Mrs.) Frances R., A.B.'41, Univ. of Denver, Prin., Beach Ct. Sch., Denver, Colo., since 1941.
- Dodge, Norman Barnes, A.B.'35, A.M.'38, Brown Univ.; Ed.B.'39, R. I. Col. of Educ.; Dean of the Faculty, Colo. Woman's Col., Denver, Colo., since 1952.
- Douglass, Earl R., A.B.'15, M.A.'21, Univ. of Mo.; Ph.D.'27, Stanford Univ.; Dir., Col. of Educ., Univ. of Colo., Boulder, Colo., since 1940.
- Dunning, Howard, B.A.'37, Northwestern State Col. (Okla.); M.A.'49, Western State Col. of Colo.; Supt. of Cripple Creek-Victor Sch. Dist. 1, Cripple Creek, Colo., since 1950.
- Eckhoff, (Colonel) Harry C., B.S.'24, Central Mo. Col.; Dir. of Personnel Services, Ent Air Force Base, Colorado Springs, Colo., since 1953.
- Edwards, Walter L., B.S.'34, Iowa Wesleyan Col.; M.A.'50, Univ. of Iowa; Supt. of Sch. Dist. 30, Estes Park, Colo., since 1952.
- Ehrenkrook, Wymond J., A.B.'37, M.A.'46, Univ. of Denver; Prin., East H.S., Denver, Colo., since 1952.
- Filling, Charles J., B.S.'20, Kansas State Tchrs. Col., Emporia; M.A.'32, Univ. of Colo.; Supt. of Joint Sch. Dist. 1, Basalt, Colo., since 1951.
- FitzSimmons, Warren B., A.B.'40, M.A.'45, Colo. Col.; Supt. of Sch. Derby, Colo.
- Fowler, Homer, M.A.'41, Colo State Col. of Educ.; Supt. of Joint Sch. Dist. 26, Fowler, Colo., since 1949.
- Franzen, Carl B., A.B.'36, Nebr. State Tchrs. Col., Kearney; M.A.'39, Univ. of Colo.; Supt. of Sch. Dist. 3, Fort Morgan, Colo., since 1952.
- Freeman, Charles W., B.S.'37, Fort Hays Kansas State Col.; Supt., Cache La Poudre Consol. Sch. Dist. 64, La Porte, Colo., since 1951.
- Garrison, Lloyd A., A.B.'26, M.A.'32, Colo. State Col. of Educ., Ph.D.'40, Yale Univ.; Prof. of Educ., since 1946, Dean of the Grad. Col. and Dir. of the Sch. of Educ., Univ. of Denver, Denver, Colo., since 1949.
- Gibson, Ralph, American Sch. Supply Co., Denver, Colo.
- Gilchrist, John A., A.B.'28, Colo State Col. of Educ.; M.A.'34, Univ. of Colo.; Supt. of Moffat Co. H. S. and Pub. Sch., Dist. 5, Craig, Colo., since 1948.
- Githens, Donald W., B.A.'34, Parsons Col.; M.A.'46, State Univ. of Iowa; Rep. D. C. Heath and Co., Longmont, Colo., since 1953.
- Glendinning, Katherine S., B.S.'26, M.A.'48, Tchrs. Col., Columbia Univ.; Elem. Prin., Bryant-Webster Sch., Denver, Colo., since 1949.
- Grant, John A., B.S.'14, M.Ed.'45, Colo. A. & M. Col.; Supt., Co. H.S., Julesburg, Colo., since 1945.
- Gray, Ernest M., Centennial Sch. Supply Co., Denver, Colo.
- Greear, Harold L., B.S.'28, M.S.'29, Colo. A. and M. Col.; Supt. of Union H. S., Yampa, Colo., since 1949.
- Grieder, Calvin, B.A.'27, Univ. of Dubuque; M.A.'36, Ph.D.'38, State Univ. of Iowa; Prof. of Sch. Admin., Col. of Educ., Univ. of Colo., Boulder, Colo., since 1940.
- Grimes, Leslie K., A.B.'22, A.M.'34, Univ. of Mo.; Ed.D.'44, Wash. Univ.; Supt. of Sch. Dist. 6, Greeley, Colo., since 1951.
- Hanson, Leslie S., Supt. of Sch. Dist. 47, Lyons, Colo.
- Hargrave, Charles H., B.A.'51, Univ. of Colo.; Graduate Student, Univ. of Colo., Boulder, Colo., since 1953.
- Hatcher, William H., M.A.'48, Colo. State Col. of Educ.; B.A.'33, Nebr. State Tchrs. Col., Peru; Supt. of Sargent Consol. Sch. Dist. 3, Monte Vista, Colo., since 1952.
- Heacock, Elizabeth H., Prin., Smedley Elem. Sch., Denver, Colo.
- Hinderman, Roy A., B.S.'28, Univ. of Minn.; M.S.'29, Ph.D.'38, Univ. of Wis.; Asst. Supt. of Sch. in chg. of Sec. and Adult Educ., Denver, Colo., since 1946.
- Hinkley, William C., M.A.'38, Univ. of Mich.; Supt. of Joint Sch. Dist. 28, Aurora, Colo., since 1949.
- Holm, Peter C., A.B.'20, Colo. Col.; M.A.'27, Univ. of Denver; Asst. Supt. of Sch., Denver, Colo., since 1950.
- Homsher, Ruth Ann, A.B.'30, Colo. State Col. of Educ.; M.A.'50, Univ. of Denver; Prin. of Cory Elem. Sch., Denver, Colo., since 1947.
- Hopper, J. Victor, B.Ed.'41, Western Ill. State Col.; M.A.'47, Stanford Univ.; Asst. Prof. of Educ., Colo. Col., Colorado Springs, Colo., since 1951.
- Hughes, Mary E., A.B.'31, Univ. of Denver; A.M.'36, Columbia Univ.; Prin., Emerson Elem. Sch., Denver, Colo., since 1952.
- Igo, Henry J., M.S.'29, Colo. A. and M. Col.; Supt. of Sch. Dist. 1, Glenwood Springs, Colo., since 1948.
- Irwin, Frank L., B.S.'20, M.S.'39, Kansas State Tchrs. Col., Emporia; Latimer Co. Supt. of Sch., Fort Collins, Colo., since 1948.
- Jenkins, Ralph D., A.B.'28, Colo. State Col. of Educ.; A.M.'33, Tchrs. Col., Columbia Univ.; Supt. of Sch., Englewood, Colo., 1934-53, Address: 2760 South Ogden, Englewood, Colo.
- Kamm, M. G., American Sch. Supply Co., Denver, Colo.
- Kantor, Leon L., B.S.'46, Bowling Green State Univ.; M.Ed.'47, Springfield Col.; Supt. of Reorganized Sch. Dist. 13, Wiley, Colo., since 1951.
- Kaupp, (Mrs.) Eugenia, Prin. of Baker Jr. H. S., Denver, Colo.
- Keath, Mary Lee, B.S. in Genl. Sc.'26, Kansas State Col. of Agr. and Applied Science; B.S. in Lib. Sc.'30, Columbia Univ.; Dir., Dept. of Lib. Serv., Pub. Sch., Denver, Colo., since 1946.
- Kettle, Frances E., B.S.'17, Colo. A. and M. Col.; Custer Co. Supt. of Sch., Westcliffe, Colo., since 1948.
- Kimmel, (Mrs.) Grace G., A.B.'34, M.A.'44, Univ. of Denver; Prin. of Alcott Elem. Sch., Denver, Colo., since 1947.
- Kunsmiller, Dorothea, B.A.'47, Univ. of Denver; Member, Bd. of Educ., Denver, Colo., since 1931, and Vicepres., since 1951.

- Champlin, George R., B.S.'30, R. I. State Col.; Ed.D.'38, Tchrs. Col., Columbia Univ.; Supt. of Windham Sch., Williamantic, Conn., since 1948.
- Chatterton, Arthur E., Ph.B.'16, Yale Univ.; M.A.'47, Univ. of Conn.; Supt., Vernon Pub. Sch., Rockville, Conn., since 1945.
- Chittenden, Harold E., A.B.'09, Yale Univ.; Supt. of Sch., Naugatuck, Conn., since 1918.
- Chubbuck, R. Daniel, B.S.'31, Univ. of Conn.; M.A.'47, Ph.D.'51, Yale Univ.; Supt. of Sch., Glastonbury, Conn., since 1953.
- Collier, Paul D., M.A.'25, Tchrs. Col., Columbia Univ.; Chief, Bureau of Youth Serv., State Dept. of Educ., Hartford, Conn., since 1931.
- Comeau, Emille J., Bd. of Educ., Newington, Conn.
- Coulter, Isabel M., B.S.'38, M.A.'45, Tchrs. Col., Columbia Univ.; Supt. of Sch., Waterford, Conn., since 1946.
- Coulter, Kenneth C., A.B.'30, Ohio Univ.; M.A.'34, Ed.D.'47, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Greenwich, Conn., since 1952.
- Cox, A. W., B.S.'30, Univ. of Mass.; M.A.'45, Yale Univ.; Supt. of Sch., Guilford, Conn., since 1940.
- Crouch, T. Allen, A.B.'32, Brown Univ.; M.A.'37, Tchrs. Col., Columbia Univ.; Supt. of Sch., Stonington, Conn., since 1945.
- Curran, Timothy Edwin, B.A.'14, Col. of the Holy Cross; M.A.'48, Yale and State Tchrs. Col.; Asst. Supt. of Sch. in chg. of Elem. Sch., New Haven, Conn., since 1950.
- Curtis, William H., B.S.'30, Tufts Col.; M.S. in Ed.'44, Univ. of Conn.; Supt. of Sch., Wallingford, Conn., since 1944.
- Davis, Stewart G., A.B.'42, Westminster Col. (Pa.); M.A.'47, N. Y. State Tchrs. Col., Albany; Admin. Asst. to Supt. of Sch., Stratford, Conn., since 1951.
- Dean, Stuart E., B.S.'33, Ed.M.'35, D.Ed.'49, Boston Univ.; Prof. of Educ. and Dir. of Elem. Educ., Tchrs. Col. of Conn., New Britain, Conn., since 1949.
- Doherty, Joseph B., A.B.'31, Boston Col.; Ed.M.'42, Harvard Univ.; Supt. of Sch., East Hampton, Conn., since 1931.
- Donahue, Edward F., B.S.'42, Tchrs. Col. of Conn.; M.A.'47, Yale Univ.; Supt. of Sch., Montville, Conn., since 1953.
- Duckworth, Irene G., Agency Mgr., *The Grade Teacher*, Darien, Conn., since 1947.
- Engleman, Finia Ewing, B.S.'20, Southwest Mo. State Col.; M.A.'26, Univ. of Mo.; Ph.D.'34, Yale Univ.; Commr. of Educ., State Dept. of Educ., Hartford, Conn., since 1948.
- Farr, John C., A.B.'31, Bowdoin Col.; M.Ed.'41, Univ. of N. H.; Asst. Supt. of Sch., Southington, Conn., since 1953.
- Fay, Raymond J., A.B.'29, M.A.'31, Tufts Col.; Ph.D.'43, Yale Univ.; Consultant, State Dept. of Educ., Hartford, Conn., since 1949.
- Fisher, Royal O., A.R.'23, B.S. in Ed.'24, Univ. of Vt.; M.A.'31, Bates Col.; Supvg. Prin., George Hersey Robertson Sch., South Coventry, Conn., since 1952.
- Flaharty, William H., B.S.'28, Franklin and Marshall Col.; Ed.M.'32, Rutgers Univ.; Ed.D.'47, Columbia Univ.; Deputy Commr. of Educ., State Dept. of Educ., Hartford, Conn., since 1949.
- Fisnagan, Russell J., B.A.'27, M.A.'40, Yale Univ.; Asst. Supt. of Sch. in chg. of Bus. Affairs, New Haven, Conn., since 1948.
- Fontane, Patrick Earl, Jr., B.S.'37, Univ. of Conn.; M.A.'42, Columbia Univ.; Supvr. and Dir., Waterbury Branch, Univ. of Conn., Waterbury, Conn., since 1948.
- Foran, Joseph A., B.A.'37, M.A.'43, Yale Univ.; Supt. of Sch., Milford, Conn., since 1945.
- Forbes, Ernest F., B.S.'23, Ed.M.'34, Univ. of N. H.; D.Ed.'49, Columbia Univ.; Supt. of Sch., New Britain, Conn., 1947-53.
- Formica, Frank A., B.S.'35, Niagara Univ.; B.Ed.'36, Tchrs. Col. of Conn.; M.Ed.'52, Hillier Col.; Supvg. Prin. of Elem. Sch., Tolland, Conn., since 1950.
- Fuller, Edward H., A.B.'12, A.M.'16, Bates Col.; M.A.'32, Ed.D.'37, New York Univ.; Supt. of Sch., Ridgefield, Conn., since 1948.
- Fuller, Harvey, B.B.A.'28, Boston Univ.; M.A.'35, Yale Univ.; Supt. of Sch., Wethersfield, Conn., since 1945.
- Garrepy, Leo E., Supvg. Prin., Center Sch., Norfolk, Conn., since 1951.
- Gillis, William E., B.S.'18, R. I. State Col.; B.Ed.'37, New Haven State Tchrs. Col.; M.Ed.'42, Univ. of Conn.; Secy.-Treas. of Conn. Assn. of Pub. Sch. Supts., since 1953. Address: 137 Baxter Road, Hysannis, Mass.
- Gilmartin, John G., A.B.'12, L.H.D.'39, Col. of the Holy Cross; Supt. of Sch., Waterbury, Conn., since 1945.
- Goodrich, John W., B.S.'25, Univ. of Conn.; A.M.'32, Tchrs. Col., Columbia Univ.; Supt. of City Sch., Middletown, Conn., since 1948.
- Gross, George E., M.S. in Ed.'31, N. Y. State Col. for Tchrs., Albany; Supt. of Rural Educ., State Dept. of Educ., Rockville, Conn., since 1948.
- Griffin, Orwin Bradford, A.B.'15, A.M.'17, Boston Univ.; Ph.D.'28, Columbia Univ.; Supt. of Sch., Litchfield, Conn., since 1929.
- Griswold, Wilber R., B.S.'38, Trinity Col.; M.A.'47, Univ. of Conn.; Supvr. of Hartford Branch, Univ. of Conn., Hartford, Conn., since 1946.
- Gustaf, Margaret Catherine, B.S. in Ed.'19, Univ. of Mo.; M.A.'26, Tchrs. Col., Columbia Univ.; Supvr. of Elem. Sch., State Dept. of Educ., Unionville, Conn., since 1931.
- Hapgood, Charles G., B.S.E.'31, M.A.'36, Boston Univ.; Ed.D.'53, Harvard Univ.; Dist. Supt. of Sch., State Dept. of Educ., Unionville, Conn., since 1953.
- Hay, George A. F., M.A.'27, Colo. State Col. of Educ.; Supt. of Sch., Old Lyme, Conn., since 1950.
- Hays, R. Vernon, B.Sc.'26, M.A.'33, Univ. of Nebr.; Ed.M.'38, Harvard Univ.; Supt. of Sch., East Haven, Conn., since 1953.
- Hellmann, Walter H., B.S.'24, Middlebury Col.; M.A.'49, Yale Univ.; Prof. Diplomas '42, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Fairfield, Conn., since 1949.

COLORADO

- *Stonecker, Lyle Nelson, B.S.'24, M.S.'33, Colo. A. & M. Col.; Member, Dept. of Educ., and Dir. of Placement, Colo. A. & M. Col., Fort Collins, Colo.
- Smith, Gerald L., B.S.'40, Univ. of Kansas; M.Ed.'51, Univ. of Colo.; Supt., Pub. Sch. Dist. 1, Trinidad, Colo., since 1951.
- Snyder, Clarence A., B.S.'25, M.S.'37, Colo. A. & M. Col.; Admin., Co. Jt. Sch. Dist. 50, Delta, Colo.
- Splitzer, Ben R., A.B.'26, McPherson Col.; M.A.'44, Colo. State Col. of Educ.; Supt. of Central Pub. Sch., Clifton, Colo., since 1946.
- Stafford, George E., A.B.'32, Whittier Col.; A.B.'33, M.A.'35, Western State Col. of Colo., Gunnison; Supt. of Sch., Paonia, Delta Co., Colo., since 1943.
- Stevens, Paul C., A.B.'26, M.A.'36, Univ. of Denver; Supt. of Sch. Dist. R-1, Jefferson Co., Golden, Colo.
- Stockton, Joe B., A.B.'34, Central State Col. (Okla.); Master's '42, Okla. A. & M. Col.; Supt. of Sch. Dist. 97, Gilcrest, Colo., since 1948.
- Summers, Hugh O., A.B.'37, Ariz. State Col., Tempe; M.A.'46, Ariz. State Col., Flagstaff; Supt. of Co. H. S. System, Montross, Colo., since 1950.
- Swartz, R. D., B.A.'40, Nebr. State Tchrs. Col., Wayne; M.Ed.'43, Univ. of Mont.; Supt. of Rio Blanco Co. Sch. Dist. 1, Meeker, Colo., since 1953.
- Taylor, Burtia E., A.B.'38, M.S.'39, Fort Hays Kansas State Col.; Ed.D.'51, Univ. of Denver; Asst. Commr. of Educ., State Dept. of Educ., Denver, Colo., since 1952.
- Thomann, Frank C., B.A.'19, Univ. of Kansas; M.A.'28, Univ. of Colo.; Supt. of Sch., Eaton, Colo., since 1949.
- Tozer, George E., A.B.'14, Nebr. Wesleyan Univ.; M.A.'28, Colo. State Col. of Educ.; Supt. of Sch. Dist. 4, Windsor, Colo., since 1951.
- Traylor, Frank A., Member, Bd. of Educ., Denver, Colo., since 1947.
- Troel, Oliver L., B.S.'14, North Central Col.; A.M.'22, Ph.D.'26, Univ. of Minn.; Prof. of Educ. Admin., Colo. State Col. of Educ., Greeley, Colo., since 1929.
- Vest, H. Grant, M.S.'35, Brigham Young Univ.; State Commr. of Educ., State Dept. of Educ., Denver, Colo., since 1953.
- Vikan, Walter L., B.A.'21, Univ. of N. Dak.; M.Ed.'40, Univ. of Colo.; Supt. of Sch. Dist. 27, Brighton, Colo., since 1942.
- Waggoner, Jess W., B.A.'40, Colo. A. & M. Col.; M.A.'45, Univ. of Denver; Asst. Supt. of Meza Co. Sch. Dist. 51, Upper Valley Area, Grand Junction, Colo., since 1951.
- Walker, Cary D., Pub. Sch., Denver, Colo. Address: 2945 Pontiac St., Denver, Colo.
- Walters, Newell B., A.B.'32, M.A.'40, Univ. of Denver; Exec. Secy., Denver Pub. Sch. Employees' Pension and Benefit Assn., Exec. Secy., Denver Sch. Employees' Council, Denver, Colo., since 1945.
- Wasson, Roy J., B.A.'20, Cornell Univ.; M.A.'29, Columbia Univ.; Ph.D.'40, Colo. State Col. of Educ.; Supt. of Sch. Dist. 11, Colorado Springs, Colo., since 1942.
- Weber, Joseph C., B.A.'34, St. Ambrose Col.; M.A.'39, Colo. State Col. of Educ.; Supt. of Sch. Dist. 2, Leadville, Colo., since 1947.

Welch, Tano E., A.A.'40, Trinidad Jr. Col.; A.B.'42, A.M.'46, Adams State Col.; Prin., H. S., Trinidad, Colo.

Wilson, Glenn T., A.B.'18, Geneva Col.; M.S.'34, Univ. of Southern Calif.; Commr., Colo. H. S. Activities Assn., Denver, Colo., since 1948.

Winkler, Pauline C., A.B.'23, Colo. State Col. of Educ.; M.A.'35, Colo. A. and M. Col.; Prin. of McKinley Elem. Sch., Denver, Colo., since 1946.

Worley, Vivienne S., M.A.'31, Univ. of Denver; Prin. of Asbury Elem. Sch., Denver, Colo.

Yeager, Bernard F., B.S. in Ed.'40, Mo. State Col.; M.Ed.'47, Univ. of Colo.; Supt. of Sch. Dist. 4, Rangely, Colo., since 1947.

Young, Alfred R., B.S.'29, Baker Univ.; M.A.'36, Univ. of Kansas; Supt. of Sch. Dist. 14, Lamar, Colo., since 1943.

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- Barrows, Mildred K., B.S.'33, Boston Univ.; M.A.'39, Trinity Col.; Asst. Prof., Tchrs. Col. of Conn., and Prin., Stanley Lab. Sch., New Britain, Conn., since 1937.
- Bartman, (Mrs.) Julia H., A.B.'13, Hunter Col.; M.A.'43, Univ. of Conn.; Dir. of Extension and Field Serv., State Tchrs. Col., Willimantic, Conn., since 1950.
- Bennet, Elizabeth M., 64 Benton St., Manchester, Conn.
- Bisby, Arthur P., B.S.E.'35, Masa. State Tchrs. Col., Fitchburg; Ed.M.'42, Boston Univ.; Supt. of Rural Sch., State Dept. of Educ., Pomfret, Conn.
- Black, Robert H., B.A.'33, N. Y. State Tchrs. Col., Buffalo; M.A.'39, Columbia Univ.; Supt. of Sch., Hartford, Conn., since 1951.
- Brown, Robert H., Jr., B.S.'31, Springfield Col.; M.A.'39, Columbia Univ.; Ph.D.'53, Yale Univ.; Supt. of Sch., Madison, Conn., since 1942.
- Butler, Huldah Anne, B.S. in Ed.'36, M.E.'43, Boston Univ.; Supvg. Prin., Nathan Hale Sch., Manchester, Conn., since 1951.
- Butterfield, Richard D., A.B.'30, Dartmouth Col.; B.F.A.'34, Yale Univ.; Sch. Archt., Nichol & Butterfield, Archts., West Hartford, Conn., since 1959.
- Carzon, J. O., B.Ed.'39, Southern Ill. Univ.; M.A.'40, George Peabody Col. for Tchrs.; Dir. of Elem. Educ., Dept. of Educ., Stratford, Conn.
- Chaffee, Charles E., B.S.'27, Susquehanna Univ.; A.M.'31, Bucknell Univ.; D.Ed.'39, New York Univ.; Supt. of Sch., Stratford, Conn., since 1945.

- Mahoney, Robert H., A.B.'17, Col. of the Holy Cross; A.M.'18, Ph.D.'22, Catholic Univ. of America; Asst. Supt. of Sch., Hartford, Conn., since 1951.
- Manges, Andrew J., A.B.'32, Manchester Col.; M.S. in Ed.'41, Butler Univ.; Supt. of Rural Educ., Willimantic, Conn., since 1953.
- Mariand, S. P., Jr., A.B.'35, M.A.'50, Univ. of Conn.; Supt. of Sch., Darien, Conn., since 1948.
- Mathers, Albert P., B.S.'35, A.M.'43, Boston Univ.; Supt. of Sch., New Canaan, Conn., since 1946.
- Mendel, Augusta, B.S.'34, M.A.'44, New York Univ.; Asst. Supt. of Sch., Bridgeport, Conn., since 1951.
- Metlicka, Albert J., B.S.'37, M.A.'38, New York Univ.; Supt. of Sch., Southbury, Conn., since 1952.
- Moody, Van Buren, A.B.'12, A.M.'15, Harvard Univ.; Supt. of Town Sch., Middletown, Conn., 1925-53 (retired).
- Moon, Glenn W., B.A.'24, Iowa State Tchrs. Col.; M.A.'31, Columbia Univ.; Prin., Walter R. Dolan Jr. H.S., Stamford, Conn., since 1949.
- Moore, Simon H., B.S. in Ed.'34, State Tchrs. Col., Bridgewater, Mass.; M.A.'47, Univ. of Conn.; Supt. of Sch., Cromwell, Conn., since 1950.
- Moroney, Helen G., B.S.'32, M.A.'40, Tchrs. Col., Columbia Univ.; Supvg. Prin., Salem Sch., Naugatuck, Conn., since 1933.
- Morse, Seavey D., B.S.'30, St. Lawrence Univ.; Supt. of Sch., Thomaston, Conn., since 1953.
- Murphy, Albert J., B.S.'28, Bridgewater Tchrs. Col.; Ed.M.'31, Boston Univ.; Supt. of Sch., Putnam, Conn., since 1949.
- Murphy, Charles E., B.S.'31, Univ. of Conn.; M.A.'39, Columbia Univ.; Supt. of Sch., Danielson, Conn., since 1953.
- Nason, Doris E., B.S. in Ed.'47, Ed.M.'48, Ed.D.'51, Boston Univ.; Asst. Prof. of Educ., Univ. of Conn., Storrs, Conn., since 1950.
- Neuwiien, Reginald, B.A.'26, Loyola Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Supt. of Sch., Stamford, Conn.
- Nichols, Marjorie H., B.S. in Ed.'37, Mass. State Tchrs. Col., North Adams; M.A.'42, Tchrs. Col., Columbia Univ.; State Supvr., Dept. of Rural Educ., North East Dist., Putnam, Conn., since 1949.
- Nolan, Thomas F., A.B.'13, Col. of the Holy Cross; A.M.'50, Univ. of Conn.; Asst. Supt. of Sch., Waterbury, Conn., since 1945.
- Nybakken, Ernest O., B.A.'28, Concordia Col.; M.A.'36, Univ. of Minn.; Chief, Bur. of Rural Supvy. Serv., State Dept. of Educ., Hartford, Conn., since 1949.
- O'Brien, Justin L., B.A.'26, Col. of the Holy Cross; M.A.'37, New York Univ.; Supt. of Sch., New Haven, Conn., since 1940.
- O'Hara, James L., A.B.'25, A.M.'32, Bates Col.; Ph.D.'36, Yale Univ.; Supt. of Sch., Derby, Conn., since 1944.
- Palapoli, Leonard G., B.S. in Ed.'31, Mass. State Tchrs. Col., Bridgewater; Ed.M.'46, Boston Univ.; Supt. of Sch., Plainfield, Conn., since 1951.
- Patterson, Helen, B.S.'33, Boston Univ.; M.A.'40, Tchrs. Col., Columbia Univ.; Elem. Supvr., West Ave. Sch., South Norwalk, Conn., since 1947.
- Penley, Ferdinand J., B.S.'18, Univ. of Maine; M.A.'26, Columbia Univ.; Supt. of Rural Educ., State Dept. of Educ., Unionville, Conn., 1919-53 (retired).
- Perkins, Raymond E., B.S. in Ed.'36, Univ. of Maine; M.S.'43, Univ. of Ark.; Supt. of Sch., Bloomfield, Conn., since 1947.
- Perry, William Russell, B.E.'39, Willimantic State Tchrs. Col., (Conn.); M.Ed.'51, Hillyer Col.; Capt., APROTC, and Prof. of Air Science, Univ. of Conn. Address: Goshen Road, Pleasure Beach, Waterford, Conn.
- *Piazza, Frank, B.A.'28, Columbia Col. (N.Y.); M.A.'39, New York Univ.; Asst. Supt. of Sch., Bridgeport, Conn., since 1953.
- Pierpont, Donald W., Provost, Avon Old Farms, Avon, Conn.
- Pike, Irving L., B.S. in Ed.'40, Gorham State Tchrs. Col. (Maine); M.A.'47, Prof. Diploma in Elem. Sch. Admin.'48, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Saugatuck Elem. Sch., Westport, Conn.
- Pinkham, Raymond, Supt. of Sch., Branford, Conn.
- Poehler, Paul F., Jr., A.B.'30, Dartmouth Col.; M.A.'37, Columbia Univ.; Supt. of Sch., Wilton, Conn., since 1950.
- Pratt, Lyndon U., B.S.'23, Dartmouth Col.; A.M.'30, Tchrs. Col., Columbia Univ.; Exec. Secy., Conn. Educ. Assn., Hartford, Conn., since 1942.
- Price, S. Willard, B.S.'27, Univ. of Idaho; Ph.D.'32, Yale Univ.; Supt. of Sch., Greenwich, Conn., since 1946.
- Prizkau, Philo T., B.A.'25, Valparaiso Univ.; Ph.B.'27, M.A.'31, Univ. of Chicago; Ed.D.'51, Tchrs. Col., Columbia Univ.; Asst. Prof. of Educ., Univ. of Conn., Storrs, Conn., since 1948.
- Pulsifer, Walter T., A.B.'27, Univ. of N.H.; Ed.M.'40, Harvard Univ.; Supt. of Sch., Portland, Conn., since 1953.
- Rast, Gerhardt E., Ph.B.'28, M.A.'33, Univ. of Chicago; Ed.D.'51, Tchrs. Col., Columbia Univ.; Supt. of Sch., Westport, Conn., since 1945.
- Reed, Nona B., M.A.'29, Columbia Univ.; State Dir. and Supvr. of Elem. Educ., Bridgeport, Conn., since 1929.
- *Reiche, Karl A., B.L.'09, M.A.'38, Trinity Col.; Supt. of Sch., Bristol, Conn., since 1913.
- Reilly, John C., A.B.'30, Upsala Col.; M.A.'38, Columbia Univ.; Supt. of Sch., State Dept. of Educ., Chaplin, Conn., since 1945.
- Reuben, Gabriel, B.A.'48, N. Y. State Tchrs. Col., New Paltz, M.A.'49, New York Univ.; Supvg. Prin. of Bolton Elem. Sch., Manchester, Conn., since 1951.
- Rice, Cecil L., B.S.'32, Kansas State Tchrs. Col., Pittsburg; M.A.'38, Ed.D.'44, Tchrs. Col., Columbia Univ.; Prof. of Educ., Advanced Sch. of Educ., Univ. of Pa., Philadelphia, Pa., and Supt. of Sch., North Haven, Conn., since 1950.
- Riggs, Frank J., Jr., B.S.'49, Univ. of Bridgeport; B.S.'51, New Haven State Tchrs. Col.; Deputy Dir., Conn. Pub. Sch. Bldg. Commn., Hartford, Conn., 1951-53. Address: 14 Butler Rd., North Haven, Conn.
- *Ritch, Charles F., Jr., A.B.'34, Columbia Univ.; A.M.'40, Harvard Univ.; Dir., Pub. Sch. Bldg. Commn., State Office Bldg., Hartford, Conn., since 1950.

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- Hampal, Carl H., B.S. in Ed.'41, State Tchrs. Col., Hyannis, Mass.; M.S.'50, Univ. of Conn., Prin. of Wolcott Elem. Sch., Waterbury, Conn., since 1947.
- Hill, Clyde Milton, A.B.'10, Drury Col.; A.M.'15, Ph.D.'26, Columbia Univ.; Sterling Prof. of Educ. and Chmn., Dept. of Educ., Yale Univ., New Haven, Conn., since 1926
- Hill, Owen F., B.S.'42, Gorham State Tchrs. Col. (Maine), M.A.'49, Ed.D.'51, Tchrs. Col., Columbia Univ., Asst. Supt. of Sch., New Britain, Conn.
- Hill, Warren G., B.S.'39, Gorham State Tchrs. Col. (Maine); Ed.M.'41, Boston Univ., Ed.D.'47, Tchrs. Col., Columbia Univ., Asst. to the Pres., New Haven State Tchrs. Col., New Haven, Conn., since 1947.
- Hirst, Eric A., B.S. and M.A.'39, Tchrs. Col., Columbia Univ., Supt. of Rural Educ., State Dept. of Educ., Waterbury, Conn., since 1950.
- Hornicks, Joseph J., B.S. in Ed.'42, Mass. State Tchrs. Col., Westfield, M.S. in Ed.'49, Springfield Col.; Supvg. Prin. of Sch., Somersville, Conn., since 1951
- Hoyt, Carlyle G., B.S.'26, Middletown Col.; Ph.D.'44, Yale Univ., Supt. of Sch., Fairfield, Conn., since 1947.
- Illing, Arthur H., B.S.'20, Wesleyan Univ., Ed.M.'42, Boston Univ., Supt. of Sch., Manchester, Conn., since 1935.
- Isham, Charlotta H., B.E.'35, Danbury State Tchrs. Col. (Conn.); M.E.'47, Yale Univ.; Elem. Sch. Supvr. for Town of Bathliam and Woodbury, Woodbury, Conn.
- *Jakob, Philip A., Ph.B.'13, Yale Univ.; M.A.'22, Tchrs. Col., Columbia Univ.; Ed.D.'39, New York Univ.; Supt. of Sch., Norwalk, Conn., 1932-49 (retired). Address: 130 East Ave., Norwalk, Conn.
- James, Harry J., B.A.'24, Wesleyan Univ.; M.A.'33, Univ. of N. H.; Ph.D.'52, Univ. of Conn.; Supt. of Sch., Simsbury, Conn., since 1935.
- Janaan, Ivar K., B.Ed.'39, Tchrs. Col. of Conn., M.A.'47, Middlebury Col., Address: 343 South Main St., West Hartford, Conn.
- Joel, Lewin G., Jr., A.B.'39, Dartmouth Col.; M.A.'46, Yale Univ.; Supt. of Sch., Clinton, Conn., since 1950.
- Johnson, Eleanor M., Ph.B.'25, Univ. of Chicago, M.A.'31, Tchrs. Col., Columbia Univ., Managing Editor, American Educ. Publications, Editorial Offices, Middletown, Conn., since 1952.
- Johnson, Ralph M. T., Ph.B.'21, Sheffield Scientific Sch., Yale Univ.; M.A.'40, New York Univ., Supt. of Sch., Bethel, Conn., since 1946.
- Jorgensen, Albert N., B.A.'21, LL.D.'42, Coe Col., M.A.'25, Ph.D.'27, State Univ. of Iowa, Pres., Univ. of Conn., Storrs, Conn., since 1935.
- Keck, Winston B., Curriculum Coordinator of Sec. Sch., New Britain, Conn., since 1953.
- Keller, William E., Ed.D.'52, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Westport, Conn., since 1952.
- King, A. Kurtz, B.S.'28, Juniata Col.; M.Ed.'32, Rutgers Univ.; Ed.D.'50, Univ. of Pa., Supt. of Regional H. S. Dist. 4, Deep River, Conn., since 1950
- Kingale, Percy, A.B.'28, Brown Univ.; A.M.'35, Boston Univ.; Supt. of Sch., Shalton, Conn., since 1943.
- Knoblauch, Arthur Lewis, B.S.'29, Mich. State Col.; M.A.'33, Univ. of Mich.; Ed.D.'42, Harvard Univ.; Dir., Div. of Univ. Extension, Summer Session and Educ. by Radio, and Prof. of Educ. Admin., Univ. of Conn., Storrs, Conn., since 1942.
- Knox, Francis S., A.B.'08, Amherst Col.; M.A.'29, Tchrs. Col., Columbia Univ.; Supt. of Sch., Glastonbury, Conn., 1917-53 (retired).
- Knox, Waldon R., B.S.'28, Colby Col.; M.A.'49, Univ. of Conn.; Supt. of Sch., New Milford, Conn., since 1943.
- Langford, John A., A.B.'30, Col. of the Holy Cross, M.S.'33, Univ. of Mass.; M.A.'42, Yale Univ.; Supt. of Sch., East Hartford, Conn., since 1949
- Laz, Karl Dayton, A.B.'14, Ed.M.'38, Bates Col., Supt. of Enfield Schs., Thompsonville, Conn., since 1941.
- LeGrow, Carl A., B.S.'21, Univ. of Maine; M.A.'33, Tchrs. Col., Columbia Univ.; Supt. of Sch., Newtown, Conn., since 1950
- Leon, F. Fradrick, B.S. in Ed.'48, Ed.M.'49, Boston Univ.; Prin. of Consol. Sch., Bathliam, Conn., since 1951.
- Lawia, (Mrs.) Dorothy Shanley, Sacy., Conn. Tchrs. Retirement Bd., Hartford, Conn., since 1924.
- Lewis, Ranwick Johnaon, B.S. in Ed.'35, W. Va. Univ.; M.A. in Sch. Admin.'52, Univ. of Conn., Supvg. Prin. of East Sch., Vernon Pub. Sch., Rockville, Conn., since 1952.
- Light, N. Saarla, B.A.'08, Yale Univ.; Chlef, Bureau of Sch. and Community Serv., State Dept. of Educ., Hartford, Conn.
- Loyko, Joseph Peter, A.B.'34, Boston Col.; M.A.'50, Univ. of Conn.; Supt. of Sch., Jawatt City, Conn., since 1949
- Lumlay, Raymond A., A.B.'28, Dickinson Col.; M.A.'35, Columbia Univ.; Supt. of Rural Educ., State Dept. of Educ., Bridgeport, Conn., since 1949.
- McAlister, R. D., B.A.'17, Univ. of Maine; A.M.'27, Tchrs. Col., Columbia Univ.; Supt. of Sch., Suffield, Conn., since 1927.
- McCann, Leo M., B.S.E.'35, Boston Univ.; M.A.'39, Trinity Col. (Conn.); Asst. Supt. of Sch. in chg. of Admin., Hartford, Conn., since 1951.
- McFarland, John Joseph, B.A.'14, Yale Univ.; M.A.'28, Grad. Sch. of Educ., Yale Univ.; Asst. Supt. of Sch., Bridgeport, Conn., since 1951.
- McKallie, C. L., B.S.'27, A.M.'29, Univ. of Pa.; American Educ. Publications Editorial Offices, Middletown, Conn., since 1952.
- MacKenzie, Kenneth L., B.S. in Ed.'37, Ed.M.'38, Boston Univ.; Supt. of Sch., Kensington, Conn., since 1952.
- MacVittie, Robert William, B.Ed.'44, N. Y. State Tchrs. Col., Oneonta; M.A.'46, N. Y. Univ.; Supvg. Prin. of Ridge Road Elem. Sch., North Haven, Conn., since 1948.
- Magoun, Creighton F., B.S.'29, R. 1, State Col.; M.A.'47, Yale Univ.; Supt. of Town Sch., Middletown, Conn., since 1953.
- Mahan, Thomas W., A.B.'21, Col. of the Holy Cross; M.Ed.'35, Harvard Univ.; Supt. of Sch., Norwich, Conn., since 1942.

- Baltz, Austin D., B.S.'31, Allegheny Col.; M.Ed.'38, Univ. of Pittsburgh; Prin., Oak Grove Sch., Elsmere, Wilmington, Del., since 1948.
- Burnett, Marguerite Hill, A.B.'10, Adelphi Col.; A.M.'13, Columbia Univ.; Coordinator of Curriculum Development for Pub. Schs., and Dir. of Adult Educ., State Dept. of Pub. Instr., Wilmington, Del., since 1932.
- Carlson, Walter, A.I.A., Architect, 1014 Del. Ave., Wilmington, Del.
- Clark, Zenas R., B.A.'20, Oberlin Col.; M.A.'29, Ph.D.'31, Tchrs. Col., Columbia Univ.; Admin. Asst., Pub. Sch., Wilmington, Del., since 1930.
- Cobbs, Ramon C., D.Ed.'50, Temple Univ.; Supt. of Sch., Milford, Del., since 1948.
- Crosby, Muriel, D.Ed.'50, Univ. of Md.; Dir. of Elem. Educ., Pub. Sch., Wilmington, Del., since 1951.
- Cummings, C. W., Prin., Henry C. Conrad H.S., Woodcrest, Wilmington, Del.
- Durkee, Robert L., B.S.'33, Pa. State Col.; M.A.'49, Lehigh Univ.; Exec. Secy., State Educ. Assn., Dover, Del., since 1948.
- Elzey, Herman R., A.B.'28, Maryville Col.; M.A.'41, Penna. State Col.; Supvg. Prin., Delmar Pub. Sch., Delmar, Del., since 1952.
- Farrin, Leon Hill, A.B.'47, Brown Univ.; M.A.'48, Ed.D.'52, Columbia Univ.; Supt. of Sch., Lewes, Del., since 1953.
- Green, David M., B.S.'28, M.S.'34, Temple Univ.; Supt. of Special Sch. Dist., Dover, Del., since 1952.
- Heck, (Mrs.) Phyllis Mason, Ph.B.'15, Dickinson Col.; M.A.'26, Tchrs. Col., Columbia Univ.; Supvr. of Rural Schools, State Dept. of Pub. Instr., Wilmington, Del., since 1923.
- Heiney, John F., B.S.'28, Gettysburg Col.; M.A.'33, Columbia Univ.; Supt., Mt. Pleasant Special Sch. Dist., Wilmington, Del., since 1949.
- Henry, Howard E., B.S.'30, N. J. State Tchrs. Col., Trenton; M.Ed.'37, Duke Univ.; Supvg. Prin. of Sch., Felton, Del., since 1949.
- Holloway, H. V., A.B.'95, A.M.'98, LL.D.'32, Washington Col. (Md.); Ph.D.'14, Univ. of Pa.; State Supt. of Pub. Instr., Dover, Del., 1921-46. Address: 10 King's Highway, Dover, Del.
- Howie, Thomas W., B.S.'23, Lafayette Col.; M.S.'31, Temple Univ.; Ed.D.'43, New York Univ.; Supt., Alexis I. duPont Special Sch. Dist., Wilmington, Del., since 1936.
- Hunt, John L., B.S.'29, Col. of Wooster; B.D.'36, Union Theol. Sem.; Coordinator of Pub. Relations, Pub. Sch., Wilmington, Del., since 1949.
- Kabis, Walter Lawrence, B.S.'36, N. J. State Tchrs. Col., Newark; M.A.'40, Tchrs. Col., Columbia Univ.; Dir. of Educ. and Recreation Dept., Delaware City, Del., since 1948.
- Keen, George H., B.S.'29, Pa. State Tchrs. Col., Stroudsburg; M.A.'32, Univ. of Mich.; Supt. of Special Sch. Dist., Georgetown, Del., since 1953.
- King, Harry Brandt, A.B.'17, Franklin and Marshall Col.; A.M.'23, Columbia Univ.; Ph.D.'28, New York Univ.; Asst. State Supt. of Pub. Instr. in chg. of Elem. Sch., Dover, Del., since 1922.
- Kleckner, Joseph R., B.S.'28, State Tchrs. Col., West Chester, Pa.; M.Ed.'39, Temple Univ.; Supt. of Sch., New Castle, Del., since 1946.
- Lawless, Thomas A., A.B.'10, S.T.L.'12, D.D.'14, Pontifical Roman Univ.; LL.D.'31, LaSalle Col.; Rector, Salesianum Sch. for Boys, Wilmington, Del., since 1943.
- Lecrone, Ellis K., A.B.'21, Susquehanna Univ.; M.Ed.'38, Temple Univ.; Supvg. Prin. of Sch., Middletown, Del., since 1944.
- McMenamin, David, A.B.'24, Washington Col.; M.A., Columbia Univ.; Prin., Alfred I. duPont Sch. Dist., Wilmington, Del., since 1930.
- Madden, Kenneth C., B.S.'39, Pa. State Tchrs. Col., Shippensburg; M.A.'46, Univ. of N. C.; Ed.D.'50, Pa. State Col.; Supt. of Spec. Sch. Dist., Seaford, Del., since 1952.
- Messner, J. C., A.B.'16, Franklin and Marshall Col.; B.D.'19, Eastern Theological Sem. of the Reformed Church in the U. S.; M.A.'24, Columbia Univ.; Supt. of Sch., Harrington, Del., since 1926.
- Miller, George R., Jr., A.B.'15, Lafayette Col.; M.A.'21, Tchrs. Col., Columbia Univ.; Ed.D.'43, New York Univ.; State Supt. of Pub. Instr., Dover, Del., since 1946.
- Miller, Ward I., A.B.'14, A.M.'15, Univ. of Denver; Ed.D.'41, Tchrs. Col., Columbia Univ.; Supt. of Sch., Wilmington, Del., since 1946.
- Mitchell, Edith L., B.S.'30, M.A.'31, Tchrs. Col., Columbia Univ.; State Dir. of Art Educ., Dover, Del., since 1938.
- Moore, James A., B.S.'41, N. Y. State Tchrs. Col., Oswego; M.A.'50, Syracuse Univ.; Prin. of H.S., Lewes, Del., since 1950.
- Omwake, H. Geiger, Certificate'26, Univ. de Poitiers, Tours, France; A.B.'29, Franklin and Marshall Col.; M.Ed.'48, Duke Univ.; Supvg. Prin. of Sch., Greenwood, Del., since 1952.
- Owen, James B., A.B.'39, Lafayette Col.; M.A.'48, Univ. of Del.; Prin. of H. S., Georgetown, Del., since 1948.
- Penrose, William O., Ed.D.'48, Harvard Univ.; Dean, Sch. of Educ., Univ. of Del., Newark, Del., since 1949.
- Phillard, Matthew J., A.B.'38, Univ. of Rochester; M.A.'42, Ed.D.'51, Tchrs. Col., Columbia Univ.; Assoc. Prof. of Educ. Admin., Univ. of Del., Newark, Del., since 1951.
- Row, Howard E., B.S.'43, Pa. State Tchrs. Col., Shippensburg; M.Ed.'48, Pa. State Col.; Ed.D.'52, Tchrs. Col., Columbia Univ.; Exec. Secy., State Educ. Assn., Dover, Del., since 1953.
- Shue, Wilmer E., B.S.'29, Franklin and Marshall Col.; M.A.'33, Tchrs. Col., Columbia Univ.; Supt. of Sch., Newark, Del., since 1945.
- Simpson, William B., B.S.'30, Univ. of Del.; M.S. in Ed.'36, Cornell Univ.; Ed.D.'51, Temple Univ.; Supr., Caesar Rodney Spec. Sch. Dist., Camden, Del., since 1938.
- Slaybaugh, J. Paul, A.B.'21, Dickinson Col.; A.M.'33, Univ. of Pa.; LL.D.'42, Waynesburg Col.; Pres., Wesley Jr. Col., Dover, Del., since 1951.

CONNECTICUT

- Robertson, Martin Brown, B.S.'18, Trinity Col.; M.A.'20, Pa. State Col.; M.A. in Ed. Adm.'21, Tchrs. Col., Columbia Univ.; Assoc. Prof. of Educ., Willimantic State Tchrs. Col., Willimantic, Conn., since 1952. Address: Manchester, Conn.
- Rogers, Malcolm B., B.A.'26, M.A.'32, D.Ed.'44, Univ. of Mich., Supt. of Sch., Meriden, Conn., since 1949.
- Roselle, Ernest N., Supt. of Tr. Sch., Southbury, Conn., since 1935.
- Roth, Friedrich G., Ph.B.'19, Yale Univ., M.A.'27, Columbia Univ., Prin., Basack H.S., Bridgeport, Conn., since 1945.
- Russell, Earle S., B.S.'19, Tchrs. Col., Columbia Univ., Ed.M.'22, Harvard Univ.; Ph.D.'34, Yale Univ.; Supt. of Sch., Windsor, Conn., since 1934.
- Ryscavage, Jerome J., B.S.'31, M.A.'32, Mt. St. Mary's Col., Supt. of Thompson Schs., North Grosvenor Dale, Conn., since 1946.
- Saunders, Robert E., B.A.'36, Bates Col., M.A.'47, Tchrs. Col., Columbia Univ.; Supt. of Sch., Unionville, Conn., since 1949.
- Schacht, Herbert T., Admin. Dir., Waterford Co. Sch., Oakdale, Conn., since 1946.
- Schneider, Bernhard W., M.A. in Ed.'48, New York Univ., Supt. of Rural Educ., State Dept. of Educ., Winsted, Conn., since 1950.
- Seidel, Ida E., B.S.'22, Northeast Mo State Tchrs. Col.; M.A.'27, Tchrs. Col., Columbia Univ.; Supvr. Div. of Instr., State Dept. of Educ., Willimantic, Conn., since 1933.
- Shaheen, T. A., A.B.'38, M.Ed.'49, Boston Univ.; Supt. of Sch., Terryville, Conn.
- Shattuck, George E., Ph.B.'22, Brown Univ.; M.A.'33, New York Univ.; Prin., Norwich Free Academy, Norwich, Conn., since 1940.
- Sheehan, Wilfred Joseph, B.S.'31, Trinity Col.(Conn.), M.S.'39, Univ. of N. H.; Ph.D.'47, Yale Univ.; Research Specialist, Conn. Educ. Assn., Hartford, Conn., since 1949.
- Shultz, Wilmer L., B.S.'28, Susquehanna Univ., M.A.'42, New York Univ.; Supt. of Rural Educ., State Dept. of Educ., Canaan, Conn., since 1949.
- Sibley, Ernest, Sch. Archt., 7 S. Main St., West Hartford, Conn., since 1907.
- Sibley, Ernest, Jr., 7 S. Main St., West Hartford, Conn.
- Stanley, Calvin, B.A.'24, Univ. of Tenn.; M.A.'28, George Wash. Univ., M.A.'30, Columbia Univ.; Consultant, State Dept. of Educ., Hartford, Conn., since 1950.
- Stanne, Leon J., B.S.'31, M.S.'36, Univ. of Mass.; Supt. of Sch., Trumbull, Conn., since 1950.
- Stevens, John J., Supt. of Sch., Ansonia, Conn.
- Stoddard, Paul W., B.A.'24, M.A.'29, Ph.D.'47, Yale Univ.; M.A.'28, Columbia Univ.; Prin., Housatonic Valley Regional H.S., Falls Village, Conn., since 1939.
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- Sweet, Walter Prescott, B.S.'17, Tufts Col.; Ed.M.'30, Harvard Univ.; Supt. of Sch., Danbury, Conn., since 1941.
- Swett, Donald B., A.B.'18, Bates Col.; A.M.'26, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., West Hartford, Conn., since 1949.
- Swift, Gordon C., A.B.'11, Yale Univ.; A.M.'17, Tchrs. Col., Columbia Univ.; Supt. of Sch., Watertown, Conn., since 1919.
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- Tobin, Helen A., B.S.'34, M.A.'41, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Stamford, Conn.
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- Umberger, Willis H., A.B.'29, Ph.D.'51, Yale Univ., M.A.'40, Tchrs. Col., Columbia Univ.; Supt. of Rural Sch., State Dept. of Educ., Norwich, Conn., since 1950.
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- Wallace, John W., B.A.'30, Syracuse Univ.; M.E.'40, Univ. of Vt.; Supt. of Sch., Newington, Conn., since 1951.
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- Waters, Roy A., B.S.'32, M.A.'36, Columbia Univ.; Prin., Rogers Jr. H. S., Stamford, Conn., since 1944.
- Weber, C. A., Ph.D.'43, Northwestern Univ.; Prof. of Educ., Univ. of Conn., Storrs, Conn.
- White, Wesley Dale, B.S.'37, N. Y. State Col. for Tchrs., Buffalo; M.S.'46, N. Y. State Col. for Tchrs., Albany; Ed.D.'52, Tchrs. Col., Columbia Univ.; Dir. of Educ. and Tr., Southbury, Conn., since 1951.
- Witt, Earl M., B.S.'24, M.S.'45, Univ. of Mass.; Supt. of Sch., Stafford Springs, Conn., since 1934.
- Woodmansee, Merle B., M.A.'45, Univ. of Conn.; Supt. of East Windsor and South Windsor Sch., Warehouse Pt., Conn., since 1944.
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- Cummings, James E., A.B. in Ed.'32, George Washington Univ.; L.H.D.'43, St. Francis Col.; Asst. Dir., Dept. of Educ., Natl. Catholic Welfare Conf., Washington, D. C., since 1928.
- *Davis, Hazel, B.S.'32, Tchrs. Col., Columbia Univ.; M.A.'36, Univ. of Chicago; Ph.D.'40, Tchrs. Col., Columbia Univ.; Asst. Dir. of Research, Natl. Educ. Assn., Washington, D. C., since 1937.
- Dawson, Howard A., B.S. and M.A.'24, Ph.D.'26, George Peabody Col. for Tchrs.; Dir. of Rural Serv. and Exec. Secy., Dept. of Rural Educ., Natl. Educ. Assn., Washington, D. C., since 1936.
- Didine, Glenn C., B.A.'29, DePauw Univ.; M.S.'30, Ph.D.'35, Northwestern Univ.; Coordinator, Research Project on Developmental Needs, Natl. 4-H Foundation, Washington, D. C., since 1952.
- Elicker, Paul Edgar, A.B.'14, Ursinus Col.; A.M.'21, Columbia Univ.; Ed.M.'31, Harvard Univ.; Sc.D. in Ed.'41, Boston Univ.; Exec. Secy., Natl. Assn. of Sec. Sch. Prin., Washington, D. C., since 1940.
- Elliot, Martha M., A.B.'13, Radcliffe Col.; M.D.'18, Johns Hopkins Univ.; Chief, Children's Bureau, U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1951.
- Elatat, Leonard M., B.A.'22, LL.D.'46, St. Olaf Col.; M.A.'23, Gallaudet Col.; Pres., Columbia Inst. for the Blind, Washington, D. C.
- Ewers, Alys H., M.A.'31, George Wash. Univ.; Prin., Takoma Sch., Washington, D. C., since 1937.
- Exton, Elaine, B.S.'33, Columbia Univ.; M.A.'34, Univ. of Southern Calif. Address: 1200 16th St., N.W., Washington 6, D. C.
- Farley, Belmont Mercer, Ph.D.'29, Columbia Univ.; Dir. of Press and Radio Relations, Natl. Educ. Assn., Washington, D. C., since 1929.
- Featherston, E. Glenn, B.S.'29, M.A.'31, Ed.D.'41, Univ. of Mo.; Dir. of Admin. of State and Local Sch. Systems, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1953.
- Fenton, J. Nelson, B.S. in Ed.'42, Pa. State Tchrs. Col., Shippensburg; M.A.'47, Univ. of Pa.; Asst. Dean, Marine Corps Inst., Washington, D. C., since 1931.
- Fitzwater, C. O., A.B.'36, W. Va. State Col.; M.A.'41, W. Va. Univ.; Ph.D.'46, Cornell Univ.; Co. and Rural Sch. Admin., Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1951.
- Fleege, Urban R., Ph.D.'40, Catholic Univ. of America; Staff Assoc., Natl. Catholic Educ. Assn., Washington, D. C., since 1952.
- Foster, Richard R., Ph.D.'28, State Univ. of Iowa; Assoc. Supt. in chg. of Research Div., Pub. Sch., Washington, D. C., since 1950.
- Fox, James Harold, A.B.'25, A.M.'26, Univ. of Western Ontario; Ed.M.'36, Ed.D.'37, Harvard Univ.; Dean, Sch. of Educ., George Washington Univ., Washington, D. C., since 1938.
- Franseth, Jane, B.A.'30, Western Mich. Col. of Educ.; M.A.'36, Univ. of Mich.; Ph.D.'50, Univ. of Chicago; Specialist for Rural Sch., Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1947.
- Frutchey, Fred P., A.B.'22, Ursinus Col.; M.A.'30, Colo. State Col. of Educ.; Ph.D.'32, Ohio State Univ.; Educ. Analyst, Div. of Field Studies and Tr., Extension Serv., U. S. Dept. of Agriculture, Washington, D. C., since 1938.
- Fuller, Alma Deane, B.S.'42, Kansas State Col.; Dir., Educ. Div., American Forest Products Indus., Washington, D. C., since 1950.
- Fuller, Edgar, A.B.'27, Brigham Young Univ.; J.D.'32, Univ. of Chicago; Ed.D.'40, Harvard Univ.; Exec. Secy., Natl. Council of Chief State Sch. Officers, Washington, D. C., since 1948.
- Gabbard, Hazel, B.S.'27, Univ. of Cincinnati; Specialist for Extended Sch. Serv., Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1942.
- Gibbs, Andrew H., A.B.'39, M.A.'44, George Washington Univ.; Chist Educ. Asst. in State Sch. Admin., Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1936.
- Giddings, Ernest, A.B.'25, Western Mich. Col. of Educ.; A.M.'40, Mich. State Col.; Asst. Dir., Div. of Legislation and Fed. Relations, Natl. Educ. Assn., Washington, D. C., since 1945.
- *Givens, Willard E., A.B.'13, LL.D.'38, Ind. Univ.; M.A.'15, Columbia Univ.; Ed.D.'41, Miami Univ.; Honorary Fellow of the Educ. Inst. of Scotland'47; Doctor of Humanities'50, Col. of Idaho; Honorary Life Member, American Assn. of Sch. Admin.; Exec. Secy., Natl. Educ. Assn., Washington, D. C., 1935-52 (retired). Address: 1551 Crescent Place, N.W., Washington, D. C.
- Good, Paul H., A.B.'23, Friends Univ.; A.M.'29, Columbia Univ.; Secy., Com. on Educ., Chamber of Commerce of the U. S., Washington, D. C., since 1944.
- Goodykoontz, Bess, B.A.'20, M.A.'22, State Univ. of Iowa; D.Ped.'35, N. Y. State Col. for Tchrs., Albany; Asst. Dir. for Program Coord., Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C.
- Grigsby, Rall J., A.B.'18, D.Ed.'49, Cornell Col.; M.A.'28, Drake Univ.; Deputy Commr., Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1949.
- Hager, Walter E., B.S.'16, Univ. of Nebr.; A.M.'27, Ph.D.'31, Columbia Univ.; Pres., Wilson Tchrs. Col., Washington, D. C., since 1941.
- Halberg, Anna D., B.S.'22, A.M.'24, Columbia Univ.; Prof. of Educ., Wilson Tchrs. Col., Washington, D. C., since 1927.

*Stahl, Harvey E., A.B.'14, Ind. Univ.; A.M.'18, Tchrs. Col., Columbia Univ.; Dist. Supt. of Sch., Claymont, Del., since 1922.

Stewart, Robert C., B.S.'35, Ursinus Col.; M.A.'42, New York Univ.; Ed.D.'50, Univ. of Pa.; Dir. of Research and Publications, State Dept. of Pub. Instr., Dover, Del., since 1947.

Thomas, Joseph D., B.A.'23, Univ. of Utah; M.A.'30, Columbia Univ., Supt., Special Sch. Dist., Georgetown, Del., since 1943.

Vansant, Joseph A., B.A.'26, Haverford Col.; M.A. in Eng.'29, Univ. of Pa.; Ed.D.'41, Columbia Univ.; Supt. of Special Sch. Dist., Rehoboth Beach, Del., since 1952.

Wagner, M. Channing, B.A.'13, Wittenberg Col.; A.M.'23, Columbia Univ.; Asst. Supt. of Sch., Wilmington, Del., since 1929.

Wangler, Frank A., B.S.A.'17, Syracuse Univ.; M.A.'31, Tchrs. Col., Columbia Univ.; Supv. of Sch., Delaware City, Del., since 1948.

White, William E., Prin., H. Fletcher Brown Voc. H. S., Wilmington, Del.

Wiley, Virgil B., A.B.'22, Georgia Washington Univ.; A.M.'28, Columbia Univ.; Prin., Consol. Sch., Bridgeville, Del., since 1940.

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Amidon, Edna P., B.S.'19, M.S.'27, Univ. of Minn.; Chief, Home Economics Educ. Branch, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1938.

*Ballou, Frank Washington, B.S.'04, Tchrs. Col., Columbia Univ.; M.A.'08, Univ. of Cincinnati; Ph.D.'14, Harvard Univ.; LL.D.'41, Marietta Col.; LL.D.'43, George Washington Univ.; Pres., Dept. of Superintendence, 1925-26; Honorary Life Member, American Assn. of Sch. Admin.; Supt. of Sch., Washington, D. C., 1920-43 (retired). Address: 3130 Wisconsin Ave., N.W., Washington, D. C.

Barber, Joseph E., B.S.'26, M.S.'33, Syracuse Univ.; Ed.D.'48, Univ. of Buffalo; Educ. and Tr. Research Specialist, Bureau of Navy Personnel, Washington, D. C., since 1952.

*Beach, Fred F., B.S.'26, M.S.'27, Syracuse Univ.; M.A.'28, Ph.D.'33, Columbia Univ.; Chief, State Sch. Systems, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1947.

Badall, Ralph, B.S.'26, Central State Col. (Mo.); A.M.'29, Ph.D.'32, Univ. of Mo.; Dir., Program Planning and Review Branch, Internat. Div., Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1953.

Berns, Karl H., B.S. in Ed.'24, Kent State Univ. (Ohio); M.A.'27, Univ. of Akron; LL.B.'37, William McKinley Sch. of Law; Ph.D.'42, Ohio State Univ.; Asst. Sacy. for Field Operations, Natl. Educ. Assn., Washington, D. C., since 1953.

*Booker, Ivan Albert, A.B.'25, Ind. State Tchrs. Col.; M.A.'27, Ph.D.'34, Univ. of Chicago; Asst. Dir., Div. of Press and Radio Relations, Natl. Educ. Assn., Washington, D. C., since 1952.

Bragdon, Helen Dalton, B.A.'18, Mt. Holyoke Col.; Ed.M.'25, Ed.D.'28, Harvard Univ.; LL.D.'46, MacMurray Col.; L.H.D.'49, Bowling Green State Univ.; LL.D.'50, Lake Erie Col.; Genl. Dir., American Assn. of Univ. Women, Washington, D. C., since 1950.

Brodinsky, B. P., B.A.'32, Univ. of Del.; M.A.'34, Univ. of Pa.; Editor, *Educator's Dispatch*, Washington, D. C., since 1945.

Brown, Francis J., A.B.'18, State Univ. of Iowa; M.A.'23, Columbia Univ.; Ph.D.'32, New York Univ.; Litt.D.'49, Muhlenberg Col.; Staff Assoc., American Council on Educ., Washington, D. C., since 1940.

Brownail, Samuel M., A.B.'21, Univ. of Nebr.; A.M.'24, Ph.D.'26, Yale Univ.; U. S. Commr. of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1953.

Bruce, William French, B.Sc.'11, M.A.'24, Ph.D.'26, Ohio State Univ. Address: 7211 Old Chester Rd., Washington, D. C.

Burr, Samuel Engle, Jr., Litt.B.'19, Rutgers Univ.; M.A.'25, Univ. of Wis.; M.A.'27, Tchrs. Col., Columbia Univ.; Ed.D.'36, Univ. of Cincinnati; Chmn., Dept. of Educ., Col. of Arts and Sciences, and Dir., Inst. on World Affairs, American Univ., Washington, D. C., since 1947.

Cantrell, Lawson J., A.B.'26, M.A.'27, George Washington Univ.; Assoc. Supt. of Sch. in chg. of Jr. and Voc. H. S., Div. 1, Washington, D. C., since 1939.

Carlton, Harold O., Educ. Consultant, Driver Educ. and Tr. Program, American Automobile Assn., Washington, D. C., since 1945.

Carney, Norfleet Lynn, B.A.'10, Southwestern Univ.; B.S.'13, Univ. of Tenn.; M.S.'32, Univ. of Kansas; Sch. Facilities Survey Rep., Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1951.

Carpenter, Richard E., Bachelor's'35, Dartmouth Col.; Master's'46, Ed.D.'51, Tchrs. Col., Columbia Univ.; Dir. of Bus. Natl. Educ. Assn., Washington, D. C., since 1953.

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Christian, Wellner L., Dir., Div. of Records, Natl. Educ. Assn., Washington, D. C., since 1945.

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- Dawson, Howard A., B.S. and M.A.'24, Ph.D.'26, George Peabody Col. for Tchrs.; Dir. of Rural Serv. and Exec. Secy., Dept. of Rural Educ., Natl. Educ. Assn., Washington, D. C., since 1936.
- Dildine, Glenn C., B.A.'29, DePauw Univ.; M.S.'30, Ph.D.'35, Northwestern Univ.; Coordinator, Research Project on Developmental Needs, Natl. 4-H Foundation, Washington, D. C., since 1952.
- Elicker, Paul Edger, A.B.'14, Ursinus Col.; A.M.'21, Columbia Univ.; Ed.M.'31, Harvard Univ.; Sc.D. in Ed.'41, Boston Univ.; Exec. Secy., Natl. Assn. of Sec. Sch. Prin., Washington, D. C., since 1940.
- Elliot, Martha M., A.B.'13, Radcliffe Col.; M.D.'18, Johns Hopkins Univ.; Chief, Children's Bureau, U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1951.
- Elatad, Leonard M., B.A.'22, LL.D.'46, St. Olaf Col.; M.A.'23, Gallaudet Col.; Pres., Columbia Inst. for the Blind, Washington, D. C.
- Ewers, Alys H., M.A.'33, George Wash. Univ.; Prin., Takoma Sch., Washington, D. C., since 1937.
- Exton, Elaine, B.S.'33, Columbia Univ.; M.A.'34, Univ. of Southern Calif. Address: 1200 16th St., N.W., Washington 6, D. C.
- Farley, Belmont Mercer, Ph.D.'29, Columbia Univ.; Dir. of Press and Radio Relations, Natl. Educ. Assn., Washington, D. C., since 1929.
- Featherston, E. Glenn, B.S.'29, M.A.'31, Ed.D.'41, Univ. of Mo.; Dir. of Admin. of State and Local Sch. Systems, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1953.
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- Fleege, Urban H., Ph.D.'40, Catholic Univ. of America; Staff Assoc., Natl. Catholic Educ. Assn., Washington, D. C., since 1952.
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- Fransath, Jane, B.A.'30, Western Mich. Col. of Educ.; M.A.'36, Univ. of Mich.; Ph.D.'50, Univ. of Chicago; Specialist for Rural Sch., Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1947.
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- Fuller, Alma Deane, B.S.'42, Kansas State Col.; Dir., Educ. Div., American Forest Products Indus., Washington, D. C., since 1950.
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- Gabbard, Hazel, B.S.'27, Univ. of Cincinnati; Specialist for Extended Sch. Serv., Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1942.
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- *Givens, Willard E., A.B.'13, LL.D.'38, Ind. Univ.; M.A.'15, Columbia Univ.; Ed.D.'41, Miami Univ.; Honorary Fellow of the Educ. Inst. of Scotland'47; Doctor of Humanities'50, Col. of Idaho; Honorary Life Member, American Assn. of Sch. Admin.; Exec. Secy., Natl. Educ. Assn., Washington, D. C., 1935-52 (retired). Address: 1661 Crescent Place, N.W., Washington, D. C.
- Good, Paul H., A.B.'23, Friends Univ.; A.M.'29, Columbia Univ.; Secy., Com. on Educ., Chamber of Commerce of the U. S., Washington, D. C., since 1944.
- Goodykootz, Bess, B.A.'20, M.A.'22, State Univ. of Iowa; D.Ped.'35, N. Y. State Col. for Tchrs., Albany; Asst. Dir. for Program Coord., Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C.
- Grigsby, Rall J., A.B.'18, D.Ed.'49, Cornell Col.; M.A.'28, Drake Univ.; Deputy Col. for Tchrs., Albany; Asst. Dir. of Commr., Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1949.
- Ilager, Walter E., B.S.'16, Univ. of Nebr.; A.M.'27, Ph.D.'31, Columbia Univ.; Pres., Wilson Tchrs. Col., Washington, D. C., since 1941.
- Halberg, Anna D., B.S.'22, A.M.'24, Columbia Univ.; Prof. of Educ., Wilson Tchrs. Col., Washington, D. C., since 1927.

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- Hamon, Ray Laforest, B.S.'22, Univ. of Fla.; A.M.'25, George Peabody Col. for Tchrs.; Ph.D.'30, Tchrs. Col., Columbia Univ.; Chief, Sch. Housing Section, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C.
- Hansen, Carl F., A.B.'27, M.A.'40, Univ. of Nebr.; Ed.D.'44, Univ. of Southern Calif.; Assoc. Supt. of Sch. in chg. of Elem. Sch., Div. 1, and Curriculum Planning, Div. 1 and 2, Washington, D. C., since 1947.
- Harris, Arthur L., B.A.'25, Park Col.; M.A.'35, Univ. of Hawaii; Ph.D.'42, Yale Univ., Dir., Field Operations Branch, Div. of Sch. Assistance in Federally Affected Areas, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1950.
- *Haycock, Robert Lee, B.A.'11, M.A.'12, George Washington Univ. Address: 1893 Ingleside Terr., N.W., Washington, D. C.
- Haynes, Harold A., E.E.'10, Univ. of Pittsburgh, M.A.'30, Univ. of Chicago; Ed.D.'46, New York Univ.; First Asst. Supt. of Sch., Washington, D. C.
- Hill, Wilhelmina, B.S. in Ed.'39, Univ. of Kansas; M.A.'33, Ed.D.'39, Tchrs. Col., Columbia Univ.; Specialist in Social Science, Elem. Div., Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C.
- Hochwalt, Frederick G., A.B.'31, LL.D.'43, Univ. of Dayton; M.A.'40, Ed.D.'44, Catholic Univ. of America; LL.D.'47, Mount Mary Col.; LL.D.'48, St. Mary's Col.; LL.D.'48, Villanova Col.; Secy. Genl., Natl. Catholic Educ. Assn., Washington, D. C., since 1944.
- Holmes, Thomas J., M.A.'30, George Washington Univ.; Assoc. Supt. of Sch. in chg. of Personnel, Div. 1 and 2, Washington, D. C., since 1950.
- Hornbostel, Victor D., B.S.'42, Kansas State Tchrs. Col., Emporia; M.S.'47, Univ. of Wis.; Asst. Dir. of Research, Natl. Educ. Assn., Washington, D. C., since 1952.
- Hubbard, Frank W., A.B.'22, M.A.'26, Univ. of Calif.; Ph.D.'31, Tchrs. Col., Columbia Univ.; Dir. of Research, Natl. Educ. Assn., Washington, D. C., since 1940.
- Hull, J. Dan, Ph.D.'33, Yale Univ.; Chief, Sec. Sch. Section, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1947.
- *Hutchins, Clayton D., B.A. and B.S.'22, M.A.'27, Ph.D.'38, Ohio State Univ.; Specialist in Sch. Finance, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1950.
- Hypps, Irene C., A.B.'26, Howard Univ.; M.A.'32, Ph.D.'43, New York Univ.; Assoc. Supt. of Sch. in chg. of Educ. Research, Div. 2, Washington, D. C., since 1952.
- Izenberg, Robert M., B.S. in Ed.'41, N. Y. State Col. for Tchrs. at Buffalo; M.S. in Ed.'48, Ph.D.'52, Cornell Univ.; Asst. Dir., Div. of Rural Serv., Natl. Educ. Assn., Washington, D. C., since 1952.
- Kearna, Carroll D., B.M.'23, M.M.'25, Mus. D.'48, Chicago Musical Col.; B.S.'33, Westminster Col.; M.E.'38, Univ. of Pittsburgh; Member of Congress from Pa., Washington, D. C., since 1947.
- Keith, Paul J., B.S.'29, Central Mo. State Col.; M.A.'35, Univ. of Mo.; Sch. Facilities Survey Rep., Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1951.
- Key, Norman, A.B.'38, Howard Col.; M.A. in Ed.'47, George Washington Univ.; Exec. Secy., Natl. Commn. on Safety Educ., Natl. Educ. Assn., Washington, D. C.
- Lamhart, Sam M., B.S.'35, M.A.'38, W. Va. Univ.; Asst. Dir., Research Div., Natl. Educ. Assn., Washington, D. C., since 1950.
- Langley, L. D., Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C.
- Leeper, Robert R., A.B. in Ed.'34, Univ. of N. C.; M.A.'42, George Washington Univ.; D.Ed.'50, Tchrs. Col., Columbia Univ.; Assoc. Secy., Assn. for Supv'n. and Curriculum Development, and Assoc. Editor, *Educational Leadership*, Washington, D. C., since 1950.
- Lloyd, George W., M.A.'28, Clark Univ.; Pres., Mount Vernon Seminary, Washington, D. C., since 1931.
- Lloyd, William Emmons, B.S.'32, Univ. of Va.; Dir. of Special Serv., American Assn. of Sch. Admin., Washington, D. C., since 1953.
- Lyle, Robert S., A.B.'29, Dartmouth Col.; M.S. in Ed.'40, Cornell Univ.; Headmaster, Sidwell Friends Sch., Washington, D. C., since 1949.
- Lyons, Edith A., A.B., Howard Univ.; M.A.'31, Tchrs. Col., Columbia Univ.; Assoc. Supt. of Pub. Sch., Washington, D. C., since 1952.
- McClure, Worth, A.B.'08, Ed.D.'38, Simpson Col.; A.M.'20, Univ. of Wash.; LL.D.'32, Col. of Puget Sound; Ed.D.'42, Columbia Univ.; Pres., 1943-44, and Exec. Secy., since 1946, American Assn. of Sch. Admin., Washington, D. C.
- McCullough, Max, Exec. Secy., U. S. Natl. Commn. for UNESCO, Dept. of State, Washington, D. C.
- Maas, Leroy John, B.S. in Ed.'28, Oakland City Col.; M.A.'45, George Wash. Univ.; Pres., Southeastern Univ., Washington, D. C., since 1946.
- Mackintosh, Helen K., Ph.D.'31, State Univ. of Iowa; Chief, Instr. Problems, Elem. Div., Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1938.
- Marquis, Lloyd Kern, A.B.'30, Ed.M.'51, Harvard Univ.; Asst. to the Publisher, Arthur C. Croft Publications, Washington, D. C., since 1952.
- Mehrens, Harold E., A.B.'28, N. Mex. Western Col.; M.A.'31, N. Mex. Highlands Univ.; M.S.'36, Ed.D.'39, Univ. of Southern Calif.; Chief, Aviation Educ. Div., Civil Aeronautics Admin., Washington, D. C., since 1945.
- Mobley, M. D., B.S.A.'23, Univ. of Ga.; M.S.'30, Cornell Univ.; LL.D.'45, Piedmont Col.; Exec. Secy., American Voc. Assn., Inc., Washington, D. C., since 1951.
- Myer, Walter E., A.B.'10, LL.D.'34, Southwestern Col.; A.M.'13, Univ. of Chicago; Dir., Civic Educ. Serv., Washington, D. C., since 1925.

Nelson, Norman J., A.B.'17, Georgia Washington Univ.; A.M.'30, Harvard Univ.; First Asst. Supt. of Sch. in chg. of Wilson Tchrs. Col. and Sr. H. S., Div. 1, Washington, D. C., since 1947.

Oxnam, G. Bromley, A.B.'13, Univ. of Southern Calif.; S.T.B.'15, Boston Univ. Sch. of Theology; D.D.'23, Col. of the Pacific; L.L.D.'29, Ohio Wesleyan; L.L.D.'29, Wabash Col.; Litt.O.'30, Boston Univ.; L.L.D.'31, Univ. of Southern Calif.; D.Sc.'35, Rose Polytechnic Inst.; L.H.D.'38, DePauw Univ.; Litt.D.'41, Northeastern Univ.; D.D.'46, Wesleyan Univ.; S.T.D.'46, Yale Univ.; L.L.D.'46, Allegheny Col.; L.L.D.'50, Dickinson Col.; L.L.D.'52, Bennett Col.; Bishop of the Methodist Church, Washington, D. C., since 1952.

Peterson, Gladys Tignor, M.A.'34, Howard Univ.; M.A.'40, Ed.D.'49, Columbia Univ.; Admin. Asst. in the Office of the First Asst. Supt. of Sch., Div. 2, Washington, D. C., since 1953.

Pinkston, Eva G., Exec. Secy., Dept. of Elem. Sch. Prin., Natl. Educ. Assn., 1931-50 (retired). Address: 3600 Brandwine St., N. W., Washington, D. C.

Pope, Farnham G., B.S.'42, M.S. in Ed. '47, Ph.D.'49, Cornell Univ.; Civilian Chief, Dependents Sch. Section, Information and Educ. Branch, Personnel Services Div., PMP-12, Directorate of Military Personnel, Air Force Hdqrs., Washington, D. C.

Reason, Paul L., B.Ed.'37, Keene Tchrs. Col. (N. H.); Ed.M.'47, Harvard Univ.; Specialist, Educ. Records and Reports, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C.

Reed, Wayne O., B.A. in Ed.'35, Nebr. State Tchrs. Col., Peru; M.A.'40, Ph.D.'49, Univ. of Nebr.; Asst. Commr. of Educ. in chg. of Div. of State and Local Sch. Systems, Office of Educ., U.S. Dept. of Health, Educ., and Welfare, Washington, D. C.

Rice, Harold A., A.B.'20, A.M.'26, W. Va. Univ.; Ed.D.'38, New York Univ.; Sch. Facilities Survey, Sch. Housing Section, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1951.

Roblee, Dana B., B.S.'27, St. Bonaventure Univ.; M.S.'33, N. Y. State Col. for Tchrs., Albany; Sch. Relations Officer, Federal Civil Defense Admin., Washington, D.C., since 1952.

Savoy, A. Kiger, A.B. in Ed.'29, Howard Univ.; M.A.'34, Columbia Univ.; Assoc. Supt. of Sch., Washington, D. C., 1930-52 (retired). Address: 217 T St., N. W., Washington, D. C.

Shepherd, William H., B.A.'29, Washington Missionary Col.; M.A.'36, Univ. of Va.; Pres., Washington Missionary Col., Takoma Park, Washington, D. C., since 1946.

Smith, Arthur E., Dir., Modern Sch. of Music, Washington, D. C., since 1935.

Smith, (Mrs.) Josephine C., A.B.'30, Howard Univ.; M.A.'37, Columbia Univ.; Dir. of Elem. Educ. in chg. of Admin., Div. 2, Pub. Sch., Washington, D. C., since 1947.

Sneadline, Paul Albert, A.B.'37, Univ. of Akron; A.M.'38, Univ. of Mich.; Admin. Asst. to First Asst. Supt. of Sch., Washington, D.C., since 1950.

Snow, Glenn E., B.S.'25, M.S.'29, Univ. of Utah; Pres., Natl. Educ. Assn., 1947-48; Asst. Secy. for Lay Relations, Natl. Educ. Assn., Washington, D. C., since 1950.

Stassen, Harold E., B.A.'27, L.L.B.'29, Univ. of Minn.; L.L.D.'39, Hamline Univ.; L.L.D.'41, Washington and Jefferson Col.; L.L.D.'41, Bates Col.; L.L.D.'41, Univ. of Ala.; L.L.D.'41, Dartmouth Col.; L.L.D.'41, MacMurray Col.; L.L.D.'46, Univ. of Pa.; L.L.D.'46, Drexel Inst. of Tech.; L.L.D.'48, Princeton Univ.; Dir., Foreign Operations Admin., Washington, D. C., since 1953.

Taylor, James L., B.S.E.'30, Ark. State Tchrs. Col.; M.A.'36, George Peabody Col. for Tchrs.; Specialist, Sch. Plant Management, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1951.

Viles, N. E., A.M.'30, Ph.D.'34, Univ. of Mo.; Specialist, Sch. Plant Management, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1946.

Websier, Marjorie Fraser, B.A.'33, George Washington Univ.; M.A.'35, American Univ.; Pres. and Founder, Marjorie Webster Jr. Col., Washington, D.C., since 1920.

Wilson, Roy K., B.Ed.'36, Eastern Ill. State Col.; A.M.'43, Univ. of Ill.; Asst. Dir. of Press and Radio Relations, Natl. Educ. Assn., Washington, D. C., since 1946.

Wilson, William O., B.S.'40, M.S.'47, Ed.D.'53, Ind. Univ.; Educ. Consultant, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C.

*Woolter, James, A.B.'41, Glenville State Col.; A.M.'48, Univ. of Ala.; Ed.D.'50, Columbia Univ.; Educ. Consultant, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1950.

Wyman, Harry B., B.S. in Ed.'18, M.A.'27, Ph.D.'31, Ohio State Univ.; Chief, Program Section, Tr. Activities Branch, Internat. Exch. Serv., Dept. of State, Washington, D. C.

INSTITUTIONAL MEMBERS

Civil Aeronautics Admin., Dept. of Commerce, Aviation Educ. Div., Office of Aviation Devel., Washington, D. C.

Director, Office of Armed Forces Information and Educ., Dept. of Defense, Washington, D. C.

Howard Univ., Univ. Library Serials, Washington, D. C.

Watson Automotive Equipment Company, C. P. Lineweaver, Branch Mgr., 1042 Wisconsin Ave., N. W., Washington, D. C.

Wilson Tchrs. Col., Library, Washington, D. C.

FLORIDA

INDIVIDUAL MEMBERS

Alexander, William M., B.A.'34, Bethel Col.; M.A.'38, George Peabody Col. for Tchrs.; Ph.D.'40, Tchrs. Col., Columbia Univ.; Prof. of Educ., Univ. of Miami, Coral Gables, Fla., since 1950.

- *Anderson, Homer W. B.A.'10, Highland Park Col.; M.A.'15, Ph.D.'25, State Univ. of Iowa; Pres., American Assn. of Sch. Admin., 1942-43; Honorary Life Member, American Assn. of Sch. Admin. Address: 613 Francis Blvd., Lakeland, Fla.
- Bailey, Thomas D., A.B.'19, Wofford Col.; M.A.E.'39, Univ. of Fla.; LL.D.'49, Fla. Southern Col.; Supt. of Pub. Instr., State Dept. of Educ., Tallahassee, Fla., since 1949.
- Baird, J. Pope, B.S.C.'30, Bowdoin Col.; State Supvr. of Transportation, State Dept. of Educ., Tallahassee, Fla., since 1946
- Bamberger, Florence E., B.S.'14, M.A.'15, Ph.D.'21, Tchrs. Col., Columbia Univ.; Visiting Prof. of Educ., Univ. of Fla., Gainesville, Fla., since 1949.
- Beery, John R., A.B.'30, Juniata Col.; A.M.'34, Univ. of Chicago; Ph.D.'42, Columbia Univ.; Dean, Sch. of Educ., Univ. of Miami, Coral Gables, Fla., since 1947.
- Blackburn, J. Hartley, A.B.'30, Fla. Southern Col.; M.Ed.'42, Duke Univ.; Manatee Co. Supt. of Sch., Bradenton, Fla., since 1945.
- Boland, Ardney J., M.A.'43, Fla. State Univ.; B.S.A.'43, Univ. of Fla.; Jefferson Co. Supt. of Pub. Instr., Monticello, Fla., since 1949.
- Christian, Floyd T., A.B.'37, M.A.'50, Univ. of Fla.; Pioelias Co. Supt. of Pub. Instr., Clearwater, Fla., since 1949.
- Cook, Denton L., A.B.'35, Nebr. State Tchrs. Col.; M.A.'40, Univ. of Fla.; Ed.D.'52, Colo. State Col. of Educ.; Supv. Prin. of Sch., Platt City, Fla., since 1943.
- Darden, Woodrow J., B.S.'39, John B. Stetson Univ.; M.Ed.'51, Univ. of Fla.; Supt. of Pub. Instr., Brevard Co., Titusville, Fla., since 1952.
- Dean, Harris William, Ed.B.'29, Ill. State Normal Univ., Normal; A.M.'36, State Univ. of Iowa; Ed.D.'47, Univ. of Ill.; Prof. of Educ. Admin., Fla. State Univ., Tallahassee, Fla., since 1948.
- Dominick, H. B., B.S.'37, Univ. of Fla.; Hardee Co. Supt. of Pub. Instr., Wauchula, Fla., since 1949.
- Efferson, H. Manning, Dean of Admlo, Fla. A. and M. Col., Tallahassee, Fla.
- Eggert, C. Lee, A.B.'29, Univ. of Wis.; M.A.'35, Northwestern Univ.; Ed.D.'52, Ind. Univ.; Prof. of Sch. Admin. and Field Services, Gainesville, Fla., since 1952
- Ersoff, Samuel, Ed.D.'50, Tchrs. Col., Columbia Univ.; Assoc. Prof. of Educ., Univ. of Miami, Miami, Fla., since 1951.
- Farnell, J. Crockett, B.S.'37, Univ. of Tampa; M.A.E.'51, Univ. of Fla.; Hillsborough Co. Supt. of Pub. Instr., Tampa, Fla., since 1949.
- Godby, Amos, A.B.'30, Mercer Univ.; Co. Supt. of Pub. Instr., Tallahassee, Fla., since 1944.
- Gore, George William, Jr., A.B.'23, De Pauw Univ.; Ed.M.'28, Harvard Univ.; Ph.D.'40, Columbia Univ.; Pres., Fla. Agril. and Mech. Col., Tallahassee, Fla.
- Greene, Crawford, A.B. and B.S.'21, Henderson-Brown Col.; M.A.'26, George Peabody Col. for Tchrs.; Bus. Mgr., Hillsborough Co. Bd. of Pub. Instr., Tampa, Fla.
- Hall, Ernest W., A.B.'39, Asbury Col.; Co. Supt. of Pub. Instr., Everglades, Fla., since 1949.
- Harden, Claude, Sr., B.S.E.'36, M.A.'38, Fla. Southern Col.; Supt. of Pub. Instr., Polk Co., Bartow, Fla., since 1949.
- Henderson, Ed., B.S.'27, M.S.'28, Stetson Univ.; Exec. Secy., Fla. Educ. Assoc., Tallahassee, Fla., since 1949.
- Huskey, D. C., A.B.'30, Florida Southern Col.; M.Ed.'40, Duke Univ.; St. Lucie Co. Supt. of Sch., Ft. Pierce, Fla., since 1945.
- Johnson, Kimber D., B.A.'37, Union Col.; Educ. Supt. of Fla. Conference of Seventh-day Adventists, Orlando, Fla., since 1950.
- Kimbrough, Verman, A.B.'25, Birmingham-Southern Col.; Pres., Ringling Sch. of Art, Sarasota, Fla.
- Koepeke, William Charles, Ph.B.'13, Univ. of Wis.; M.A.'27, Columbia Univ.; Ph.D.'31, Marquette Univ. Address: 2501 13th Ave., W., Bradenton, Fla.
- Lawler, Eugene S., B.A.'14, Trinity Univ.; M.A.'22, Ph.D.'32, Tchrs. Col., Columbia Univ.; Fla. State Univ., Tallahassee, Fla., since 1951.
- Lawton, T. W., A.B.'03, Pd.D.(Hon.)'45, Rollins Col.; Seminole Co. Supt. of Pub. Instr., Sanford, Fla., since 1917.
- Leps, Joseph M., A.B.'20, Hampden-Sydney Col.; M.A.'38, Fla. Southern Col.; Ed.D.'42, Columbia Univ.; Prof. of Sch. Admin., Univ. of Fla., Gainesville, Fla., since 1943.
- Lovell, Broward, A.B., M.A.E.'38, Univ. of Fla.; Marion Co. Supt. of Pub. Instr., Ocala, Fla., since 1941.
- March, Leland S., A.B.'23, Univ. of Maine; B.P.E.'28, Springfield Col.; Ed.M.'34, Boston Univ.; Asst. Supt. of Monroe Co. Sch., Key West, Fla.
- Marks, George W., A.B.'14, Univ. of Kansas; Co. Supt. of Pub. Instr., DeLand, Fla., since 1923.
- Mills, (Mrs.) Lula C., A.B.'07, M.A.'36, Winthrop Col.; Prin., Tomlin Jr. H. S. Plant City, Fla., since 1943.
- Morse, C. Marguerite, B.S.E.'33, Univ. of Fla.; Genl. Supvr. of Sch., Clearwater, Fla.
- Moseley, Nicholas, B.A.'19, Ph.D.'25, Yale Univ. Address: Route 2, Box 1083, Pompano Beach, Fla.
- Nance, Ellwood C., A.B.'26, M.A.'34, Cincinnati Bible Sem.; Th.B.'32, D.S.Litt.'37, Ky. Christian Col.; Pres., Univ. of Tampa, Tampa, Fla., since 1945.
- O'Bryant, Horace, B.S.'22, A.M.'32, Univ. of Fla.; Monroe Co. Supt. of Pub. Instr., Key West, Fla., since 1949.
- Permenter, John A., B.S.'33, Berry Col.; A.B.'34, Fla. Southern Col.; M.A.'47, Ed.D.'49, Columbia Univ.; Assoc. Prof. of Educ., Sch. of Educ., Fla. State Univ., Tallahassee, Fla., since 1951.
- Phillips, O. K., B.S. in Ed.'20, Southeast Mn. State Col.; M.A.'27, Univ. of Mo.; Supt. of Pub. Instr., Broward Co., Fort Lauderdale, Fla., since 1952.

Puryear, Royal W., A.B.'33, Howard Univ.; M.S.'39, Univ. of Ind.; Pres., Fla. Normal Indus. and Memorial Col., St. Augustine, Fla., since 1950.

Rhodes, Francis Arlington, A.B.'30, M.A.'46, Ed.D.'48, Univ. of Fla.; Specialist in Surveys, State Dept. of Educ., Tallahassee, Fla., since 1951.

Rumph, Albert H., M.A.E.'47, Univ. of Fla.; Supt. of Pub. Instr., Lake City, Fla., since 1949.

Scates, Douglas E., A.B.'22, Whitworth Col. (Wash.); Ph.D.'26, Univ. of Chicago; Prof. of Educ., Univ. of Fla., Gainesville, Fla., since 1953.

Simmons, Russell, A.B.'41, Univ. of Fla.; Co. Supt. of Sch., Chipley, Fla., since 1945.

Simpson, A. M., B.Ed.'38, Southern Ill. Univ.; M.A.'41, Univ. of Ill.; Prin., Seacrest H.S., Delray Beach, Fla., since 1952.

Srygley, T. O., B.S.'24, Vanderbilt Univ.; M.A.'29, George Peabody Col. for Tchrs.; Ed.D.'44, Univ. of Texas; Dir. of Div. of Instr., State Dept. of Educ., Tallahassee, Fla., since 1949.

Strode, Carl C., B.S.E.'27, Univ. of Fla.; M.A.'34, Univ. of Chicago; Co. Supt. of Pub. Instr., Sarasota, Fla., since 1953.

Thomas, W. R., A.B.'11, A.M.'12, Univ. of N.C.; Supt. of Dade Co. Sch., Miami, Fla., since 1953.

Walker, Judson B., A.B.E.'22, M.A.E.'24, Univ. of Fla.; Orange Co. Supt. of Sch., Orlando, Fla., since 1932.

Watkins, Howell L., A.B.'16, M.A.'36, Emory Univ.; Co. Supt. of Pub. Instr., West Palm Beach, Fla., since 1948.

Whittier, C. Taylor, A.B.'36, A.M.'38, Ph.D.'48, Univ. of Chicago; Prin. of Sr. H. S., St. Petersburg, Fla., since 1948.

Wild, Fred, B.S.E.'34, Fla. Southern Col.; Co. Supt. of Pub. Instr., Highlands Co., Sebring, Fla., since 1945.

*Withers, John W., B.S.'90, B.A.'91, Ph.D.'96, Natl. Normal Univ.; M.A.'02, Ph.D.'04, Yale Univ.; LL.D.'17, Washington Univ.; LL.D.'18, Univ. of Mo.; L.H.D.'38, New York Univ.; Honorary Life Member, American Assn. of Sch. Admin.; Dean Emeritus, Sch. of Educ., New York Univ., New York, N. Y., since 1939. Address: 1813 First Ave., Bradenton, Fla.

INSTITUTIONAL MEMBERS

Audio Visual Dept., 275 N. W. 2nd St., Miami, Fla.

Rollins Col., Library, Winter Park, Fla.

Walton Co. Pub. Sch. Systems, Attn.: J. F. Bludworth, Supt., De Funiak Springs, Fla.

GEORGIA

INDIVIDUAL MEMBERS

Adams, George Walter, A.B.'26, Mercer Univ.; M.A.'43, Emory Univ.; Prin., High and Elem. Sch., Roswell, Ga., since 1938.

Amisler, O. L., B.S.'18, North Ga. Col.; M.A. in Ed.'31, Oglethorpe Univ.; Supt. of Sch., Decatur, Ga., since 1944.

Anderson, Robert C., B.S.'42, Ala. Polytech. Inst.; M.A.'47, Univ. of N. C.; Ph.D.'50, N. Y. Univ.; Exec. Assoc., Southern Regional Educ. Bd., Atlanta, Ga., since 1953.

Antley, Shuler, B.S.'22, The Citadel; LL.B.'30, Atlanta Law Sch.; Supt. of Sch., Marietta, Ga., since 1942.

Ayers, Fred, A.B. in Ed.'29, M.A.'34, Univ. of Ga.; Supt. of Sch., Athens, Ga., since 1948.

Barnes, Jarvis, B.S.'38, Clemson Col.; M.A.'38, George Peabody Col. for Tchrs.; Dir. of Research and Pupil Personnel, Bd. of Educ., Atlanta, Ga., since 1942.

Battle, L. H., Ph.B.'15, M.A.'32, Emory Univ.; Supt. of Sch., Gainesville, Ga., since 1953.

Benson, Arthur J., B.S. in Ed.'47, M.Ed.'48, Univ. of Ga.; Marion Co. Supt. of Sch., Buena Vista, Ga., since 1949.

Blakeney, Revis Duin, M.A.'48, Univ. of Ala.; Supt. of City Sch., Thomasville, Ga., since 1950.

Boddiford, Joseph Knapp, B.S. in Ed.'38, Ga. Tchrs. Col., Collegeboro; M.A.'39, Ohio State Univ.; Screven Co. Supt. of Sch., Sylvan, Ga., since 1949.

Boswell, Sidney, B.S.'31, Ga. Tchrs. Col.; M.Ed.'39, Duke Univ.; Acting Supt., Glynn Co. Sch., Brunswick, Ga., since 1952.

Brewster, William R., B.S.'20, U.S. Military Acad.; Pres., Ga. Military Acad., College Park, Ga., since 1939.

Brookshire, G. L., A.B.'35, Piedmont Col.; M.Ed.'48, Univ. of Ga.; Prin. of H. S., Stone Mountain, Ga., since 1945.

Bryant, Hayden C., B.S.'25, Emory Univ.; M.A.'29, Univ. of Chicago; Ph.D.'50, George Peabody Col. for Tchrs.; Dir., Tchrs. Educ., Mercer Univ., Macon, Ga., since 1950.

Burgess, John Evans, A.B.'34, Emory Univ.; M.Ed.'40, Duke Univ.; Prin., H. S., Avondale Estates, Ga., since 1940.

Calhoun, Hazel, Owner-Mgr., Calhoun Co., 235 Ponce de Leon Ave., N.E., Atlanta 5, Ga.

Carpenter, K. L., B.S.'34, M.S.'35, Stetson Univ.; Supt. of Pub. Educ., Americus, Ga., since 1947.

Cherry, Jim D., B.S.'36, Ga. Tchrs. Col., Collegeboro; M.A.'40, Univ. of N.C.; De Kalb Co. Supt. of Sch., Decatur, Ga., since 1949.

Cheves, Charles Judson, A.B.'19, Mercer Univ.; A.M.'30, Tchrs. Col., Columbia Univ.; Supt. of Spalding Co.-Griffin Sch., Griffin, Ga., since 1953.

Clark, Reuel Stafford, A.B.'42, Berry Col.; M.Ed.'45, Univ. of Ga.; Troup Co. Supt. of Sch., LaGrange, Ga., since 1949.

Clement, Rufus E., A.B.'19, Livingstone Col.; B.D.'22, Garrett Biblical Inst.; A.M.'22, Ph.D.'30, Northwestern Univ.; Pres., Atlanta Univ., Atlanta, Ga., since 1937.

Cleveland, Denver W., Ga. Prof. Elem. Cert.'53; Supt. of Hart Co. Sch., Hartwell, Ga., since 1953.

Coleman, Marvin Ethridge, Ph.B.'15, Emory Univ.; Asst. Supt. of Sch., Atlanta, Ga., since 1937.

Collins, M. D., A.B.'31, M.A.'32, Ph.D.'33, Oglethorpe Univ.; LL.D.'38, Mercer Univ.; H.D.'44, Bob Jones Univ.; State Supt. of Sch., Atlanta, Ga., since 1933.

- Connell, Cater Lloyd, B.S.'39, Univ. of Ga.; Grady Co. Supt. of Sch., Cairo, Ga., since 1949.
- Cordell, J. J., A.B.'28, Mercer Univ.; M.A.'38, Univ. of S. C.; Supt. of Sch., Albany, Ga., since 1948.
- Cutts, Harvey C., A.B.'20, Mercer Univ.; M.S. in Ed.'41, Univ. of Ga.; Supt. of Sch., Greenville, Ga., since 1933.
- Davis, Roy W., A.B.'24, M.A.'25, Mercer Univ.; Asst. Supt. in chg. of Instr., Atlanta, Ga., since 1944.
- Deck, Lucius Linton, Sr., A.B.'26, Davidson Col.; M.A.'40, Emory Univ.; Prin., Russell H. S., East Point, Ga., since 1936.
- Drake, Walter Homer, M.A.'36, Univ. of Ga.; Supt. of Sch., Newnan, Ga., since 1941.
- Drum, Woodard Glenn, A.B.'28, Asbury Col.; M.S.'39, Univ. of Ga.; Pres., Emmanuel Col., Franklin Springs, Ga., since 1949.
- Early, William Ashby, Diploma '23, Randolph-Macon Academy, A.B.'27, Emory and Henry Col., M.Ed.'41, Duke Univ.; Pres., Natl. Educ. Assn., 1953-54; Supt. of Sch., Savannah and Chatham Co., Savannah, Ga., since 1952.
- Gaerke, Warran E., Ph.D.'49, Univ. of Chicago, Assoc. Prof. of Sch. Admin., Emory Univ., Emory University, Ga., since 1951.
- Gaer, W. A., A.B. in Ed.'43, Oglethorpe Univ.; M.Ed.'53, Mercer Univ.; Supt. of Baker Co. H. S., Newton, Ga., since 1948.
- Hale, Clifford G., B.S. in Ed.'34, Ga. Tchrs. Col., M.S. in Ed.'39, Univ. of Ga.; Supt. of Sch., Dalton, Ga., since 1946.
- Hanson, H. S., B.A.'25, Walla Walla Col.; Secy., Dept. of Educ., The Southern Union Conference of Seventh-day Adventists, Decatur, Ga.
- Harrison, W. T., Supt. of Sch., West Point, Ga.
- Hodges, C. V., B.S.'34, Ga. Tchrs. Col., Collegeboro; M.Ed.'39, Duke Univ.; Supt. of Sch., Fitzgerald, Ga., since 1948.
- Hodgson, Prince A., B.S. in Voc Ed.'20, Univ. of Ga.; Elbert Co. Supt. of Sch., Elberton, Ga., since 1949.
- Holstun, Gordon R., B.S.Ed.'31, M.S. Ed. Adm.'40, Ala. Polytech. Inst.; Upson Co. Supt. of Sch., since 1941, and Supt. of Pub. Sch., Thomaston, Ga., since 1948.
- Hughes, Frank M., M.S.Ed.'39, Univ. of Ga.; Cook Co. Supt. of Sch., Adel, Ga., since 1943.
- Jarrell, (Miss) Ira, A.B.'28, M.A.'31, Oglethorpe Univ.; Supt. of Sch., Atlanta, Ga., since 1944.
- Jenkins, Frank C., Exec. Secy., Commn. on Sec. Sch., Decatur, Ga.
- Jones, (Mrs.) Margaret B., B.S., Wesleyan Col.; Asst. Editor and Advertising Mgr., *Georgia Educ. Journal*, Atlanta, Ga., since 1946.
- Knox, W. E., B.S.E.'33, Mercer Univ.; Jones Co. Supt. of Sch., Gray, Ga., since 1953.
- Lamb, W. L., B.S.'22, Univ. of Ga.; Decatur Co. Supt. of Sch., Bainbridge, Ga., since 1949.
- Lewis, L. W., A.B.'23, M.A.'45, Mercer Univ.; Prin., Lanier Jr. H. S., Macon, Ga., since 1941.
- Little, Thomas C., A.B.'37, Eastern Ky. State Col.; M.A.'41, Univ. of Ky.; Ph.D.'48, George Peabody Col. for Tchrs.; Chmn., Div. of Educ., Georgia Tchrs. Col., Collegeboro, Ga., since 1948.
- McCord, George M., B.Ph.'27, M.A.'36, Emory Univ.; Prin., Murphy H.S., Atlanta, Ga., since 1942.
- McGinty, Vezzey C., A.B.'31, Mercer Univ.; M.Ed.'51, Univ. of Ga.; Prin., Jr.-Sr. H. S., Quitman, Ga., since 1952.
- McRae, Douglas G., A.B.'28, A.M.'40, Emory Univ.; Asst. Supt., Fulton Co. Sch., Atlanta, Ga., since 1947.
- Martio, A. G., A.B.'15, Union Col.; Prin., Joseph E. Brown Jr. H. S., Atlanta, Ga., since 1923.
- Miller, William Starr, B.S. in Ed.'47, M.S. in Ed.'47, Univ. of Ga.; Ed.D.'53, Duke Univ.; Dean, Bessie Tift Col., Forsyth, Ga., since 1951.
- Mills, (Mrs.) Ivella K., B.S.H.E.'28, Univ. of Ga.; Dir., Field Serv., Ga. Educ. Assn., Atlanta, Ga., since 1946.
- Mingledorff, Ernest Bascom, B.A.'19, Newberry Col.; Effingham Co. Supt. of Sch., Springfield, Ga., since 1933.
- Murdock, James Frederick, A.B.'31, Univ. of Ga.; Floyd Co. Supt. of Sch., Rome, Ga., since 1953.
- Norvall, (Mrs.) Florence Crane, B.S.'38, Ga. State Col. for Women, M.A.'41, Tchrs. Col., Columbia Univ.; Prin., Papa Sch., Savannah, Ga., since 1944.
- Nunn, W. G., B.S.'26, M.S.'29, Ala. Polytech. Inst.; Supt. of Sch., Valdosta, Ga., since 1949.
- Payne, W. K., A.B.'23, Morehouse Col.; A.M.'27, Columbia Univ.; Pres., Savannah State Col., Savannah, Ga.
- Peters, Edmund Clarke, B.A. and B.S.A.'16, Univ. of Tenn.; M.A.'25, Univ. of Chicago; Pres., Paine Col., Augusta, Ga., since 1929.
- Read, Florence M., A.B.'09, Litt.D.'29, Mt. Holyoke Col.; L.L.D.'39, Oberlin Col.; Pres., Spelman Col., Atlanta, Ga., since 1927.
- Rehberg, W. H., A.B.'29, M.A.'35, Mercer Univ.; Co. Supt. of Sch., Thomasville, Ga., since 1944.
- Rowley, Judge Kerman, B.S.'41, Southern Univ.; M.Ed.'49, Harvard Univ.; Morris Brown Col., Atlanta, Ga.
- Salter, J. D., A.B.'28, Mercer Univ.; M.S. in Ed.'41, Univ. of Ga.; Supt. of Sch., Waycross, Ga., since 1947.
- Saxon, J. Harold, A.B.'14, Emory Univ.; M.A.'31, Mercer Univ.; Exec. Secy., Ga. Educ. Assn., Atlanta, Ga., since 1944.
- Scudder, (Mrs.) Hazel J., Supvg. Prin. of Sch., Ft. Benning, Ga.
- Senkbeil, Anna E., A.B.'36, M.A.'37, Oglethorpe Univ.; Prin., George W. Adair Sch., Atlanta, Ga., since 1942.
- Shaw, William Henry, B.A.'28, M.Ed.'33, Duke Univ.; Supt. of Educ., Columbus, Ga., since 1945.
- Shepard, Jack D., A.B.'32, Asbury Col.; M.S. in Ed.'41, Univ. of Ga.; Supt., Randolph Co. Sch., Cuthbert, Ga., since 1944.
- Smith, Doyne M., B.S.'40, M.S.'47, Univ. of Ark.; Ed.D.'49, Univ. of Colo.; Assoc. Prof. of Educ., Univ. of Ga.; Athens, Ga., since 1949.

Smith, Gerald Y., A.B.'26, LL.D.'51, Wheaton Col. (Ill.); M.A.'37, Oglethorpe Univ.; Asst. Supt. of Sch. in chg. of Personnel, Atlanta, Ga., since 1950.

Smith, Mark A., B.S.'15, Clemson Agrl. Col.; LL.D.'39, Mercer Univ.; D.Ed.'48, Clemson Col.; Co. Supt. of Sch., Macon, Ga., since 1941.

Smith, William S., A.B.'35, Glenville State Col. (W. Va.); M.S. in Ed.'39, Univ. of Ga.; Supt. of Sch., Folkston, Ga., since 1945.

Sprayberry, W. P., A.B.'31, Univ. of Ga.; Cobb Co. Supt. of Sch., Marietta, Ga., since 1943.

Sprowles, Lee, A.B.'39, M.A.'46, Ed.D.'47, Univ. of Ky.; Assoc. Prof. of Educ., Univ. of Ga., Athens, Ga., since 1951.

Strickland, A. J., A.B.'35, Wofford Col.; M.St. in Ed.'40, M.Ed.'40, Univ. of Ga.; Supt. of City Sch., Trion, Ga., since 1948.

*Sutton, Willis Anderson, Ph.B.'03, LL.D.'04, LL.D.'38, Emory Univ.; Ped.D.'24, Oglethorpe Univ.; LL.D.'37, Tusculum Col.; Pres., Natl. Educ. Assn., 1930-31; Honorary Life Member, American Assn. of Sch. Admin.; Supt. Emeritus, Atlanta Pub. Sch., 930 Drewry St., N. E., Atlanta, Ga., since 1944.

Tabor, L. W., B.S.'28, Ga. Inst. of Tech.; Houston Co. Supt. of Sch., Perry, Ga., since 1950.

Walker, Knox, A.B.'15, Mercer Univ.; M.A.'25, Columbia Univ.; Asst. Fulton Co. Supt. of Sch., Atlanta, Ga.

Wall, T. H., Jr., A.B.'30, Mercer Univ.; M.S. in Ed.'39, Univ. of Ga.; Supt. of City Sch., Douglas, Ga., since 1945.

West, Paul D., Ph.B.'24, M.A.'40, Emory Univ.; Fulton Co. Supt. of Sch., Atlanta, Ga., since 1947.

Whelchel, Emmett V., M.A.'37, Mercer Univ.; Supt. of Sch., Moultrie, Ga., since 1946.

Williams, B. B., A.B.'41, M.A.'45, Oglethorpe Univ.; Supt. of Sch., Canton, Ga., since 1949.

Wilson, O. J., B.S.'35, Union Col. (Ky.); M.A.'48, Univ. of Tenn.; M.S.'50, Ed.D.'51, Univ. of Ky.; Dir., Marietta Center, Univ. of Ga., Marietta, Ga., since 1951.

INSTITUTIONAL MEMBERS

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Ga. Tchrs. Col., Library, Collegeboro, Ga.

North Ga. Col., Library, Dahlonega, Ga.

Univ. of Ga., Library, Serials Div., Athens, Ga.

W. C. Bradley Memorial Library, Columbus, Ga.

GUAM

Haitema, John S., A.B.'24, Calvin Col.; A.M.'30, Ph.D.'46, Univ. of Mich.; Dir. of Educ., Agana, Guam, since 1953.

HAWAII

Chamberlin, Clayton J., B.S.'24, Beloit Col.; Supt. of Pub. Instr., Honolulu, T. H., since 1953.

Digneo, Elmer J., B.S.'45, La Sierra Col.; Prin., Hawaiian Mission Acad., Honolulu, T. H., since 1953.

Fowler, Oscar F., Ph.B.'24, Univ. of Chicago; M.A.'35, Northwestern Univ.; Prin., Boys H. S., Kamehameha Sch., Honolulu, T. H., since 1953.

Fox, John F., B.S. in Ed.'29, Univ. of Mo.; M.A.'31, Ph.D.'36, New York Univ.; Pres., Punahou Sch., Honolulu 24, T. H., since 1944.

Kent, Harold W., B.S.'21, M.S.'35, Northwestern Univ.; Pres., The Kamehameha Sch., Honolulu, T. H., since 1946.

Parmiter, Charles A., Jr., B.A.'32, Harvard Univ.; M.A.'36, Clark Univ.; B.D.'44, Episcopal Theol. Sem.; Rector of Iolani Sch., Honolulu, T. H., since 1950.

Spencer, Robert R., A.B.'23, Univ. of Hawaii; M.A.'33, Stanford Univ.; Deputy Supt., Div. of Bus. Admin., Dept. of Pub. Instr., Honolulu, T. H., since 1951.

IDAHO

INDIVIDUAL MEMBERS

Alexander, James B., A.B.'22, Drury Col.; A.M.'31, Univ. of Wash.; Supt. of Sch., Salmon, Idaho, since 1944.

Andrews, Howard T., B.S. in Ed.'29, M.S. in Ed.'41, Univ. of Idaho; Supt. of Class A Sch. Dist. 291, Kellogg, Idaho, since 1946.

Booth, Clarence L., A.B.'17, Otterbein Col.; M.A.'27, State Col. of Wash.; Supt. of Sch., Lewiston, Idaho.

Broadhead, W. R., B.A.'47, M.A.'50, Univ. of Idaho; Supt. of Sch., Payette, Idaho, since 1951.

Clem, (Mrs.) Beryl E., B.A.'51, Northern Idaho Col. of Educ.; NezPerce Co. Supt. of Pub. Instr., Lewiston, Idaho, since 1948.

Finch, Jack, B.A.'49, Northern Idaho Col. of Educ.; M.A. in Ed.'53, Wash. State Col.; Supt. of Sch., Lapwai, Idaho, since 1950.

Gale, Clair E., B.S.'30, M.S.'33, Univ. of Idaho; Supt. of Class A Sch. Dist. No. 91, Idaho Falls, Idaho, since 1952.

Gilley, Clyde T., M.A.'43, Univ. of Colo.; Supt. of Sch., Caldwell, Idaho, since 1952.

Gruwell, Melvin, B.S.'41, M.S.'48, Utah State Agrl. Col.; Supt., Fremont Co. Joint Sch. Dist. A-215, St. Anthony, Idaho.

Hartvigsen, Milton F., B.S.'30, M.Ed.'39, Utah State Agrl. Col.; Supt., Class A Sch. Dist. 25, Pocatello, Idaho.

Hulme, Amos B., Clerk, Bd. of Educ., and Elem. Supvr., Montpelier, Idaho, since 1953.

Ingersoll, Leigh, M.S.Ed.'50, Univ. of Idaho; Supt. of Sch., Gooding, Idaho, since 1945.

Jones, Alton Boden, B.S.'37, M.S.'37, Univ. of Idaho; State Supt. of Pub. Instr., Boise, Idaho, since 1947.

Likeness, George M., B.A.'25, Hanover Col.; M.A.'33, Univ. of Kansas; Supt. of Sch., Buhl, Idaho, since 1937.

Martin, Dan W., M.S.'43, Univ. of Idaho; Asst. Supt. of Sch. Dist. 25, Bannock Co., Pocatello, Idaho, since 1944.

Merrill, Donald P., B.S.'30, Brigham Young Univ.; Supt., Class A Sch. Dist. 251, Rigby, Idaho, since 1949.

Moore, Ezra H., B.S.'46, Brigham Young Univ.; M.S.'49, Utah State Agr. Col.; Supt., Joint Class A Sch. Dist. 150, Soda Springs, Idaho, since 1950.

IDAHO

- Olds, W. V., B.S.'25, Ottawa Univ.; Supt., Joint Class A Sch. Dist. 261, Jerome, Idaho, since 1944.
- Ragland, Ernest H., B.S. in Ed.'36, Southwest Mo. State Col., Springfield; M.A. in Ed.'49, Ed.D.'52, Tchrs. Col., Columbia Univ.; Supt. of Class A Sch. Dist. 411, Twin Falls, Idaho.
- Riggs, Dorcey S., B.A.'42, Col. of Idaho; M.S. Ed.'49, Univ. of Idaho; Supt. of Class A Sch. Dist. 241, Grangeville, Idaho, since 1948.
- Ritter, Alvin J., B.S.'34, Wash. Univ.; M.Ed.'44, St. Louis Univ.; Supt. of Ind. Sch. Dist. 35, Wendell, Idaho, since 1931.
- Robinson, L. C., A.B.'14, Ed M.'24, Harvard Univ.; Supt. of Sch., Moscow, Idaho, since 1946.
- Simmons, W. Horland, B.S.'28, Univ. of Idaho; M.S.'36, Colo. State Col. of Educ.; Supt., Eastside Class A Sch. Dist. 201, Preston, Idaho, since 1944.
- Simpson, Charles O., B.S.'26, M.S.'42, Utah State Agrl. Col.; Supt., Oneida Co. Sch., Malad City, Idaho, since 1948.
- Snyder, Raymond H., B.A.'12, Ind. Univ.; M.A.'19, Univ. of Chicago; Dir., Div. of Educ., Col. of Idaho, Caldwell, Idaho, since 1931.
- Thatcher, J. Kenneth, B.S.'25, Univ. of Utah; M.S. in Ed.'36, Univ. of Idaho; Supt., Joint Class A Sch. Dist. 322, Sugar City, Idaho, since 1944.
- Thomas, L. A., B.A.'21, M.S. in Ed.'36, Univ. of Idaho; Supt., Consol. Class A Sch. Dist. 2, Meridian, Idaho, since 1947.
- Thomas, William, B.S.'43, Utah State Agrl. Col.; Supt. of Joint Independent Sch. Dist. 60, Shelly, Idaho, since 1947.
- Warner, Carl W., B.S. in Ed.'35, M.S. in Ed.'50, Univ. of Idaho; Minidoka Co. Supt. of Sch., Rupert, Idaho, since 1951.
- Welsh, Maurics J., B.S.'27, N. Dak. State Col.; M.S.'44, Univ. of N. Dak.; Supt. of Sch., Filer, Idaho, since 1951.
- Weston, Roy A., B.A.'20, Univ. of N. Dak.; Supt. of Sch., Aberdeen, Idaho, since 1929.
- Wrigley, Bernell, B.S.'41, Utah State Agrl. Col.; Co. Supt. of Sch., Joint Class A Sch. Dist. 151, Burley, Idaho, since 1949.

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- Idaho State Col., Library, Pocatello, Idaho.
- Independent Sch. Dist. 393, Shoshone Co., Wallace, Idaho.

ILLINOIS

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- Abell, Theodore L., B.Ed.'31, Ill. State Normal Univ.; M.A.'41, State Univ. of Iowa, Prin. of Octavia Sch., Collax, Ill., since 1949.
- Alderfer, Henry F., B.S.'23, Muhlenberg Col.; M.A.'40, New York Univ.; Dir. of Educ. and Prin. of H. S., Mooseheart, Ill., since 1931.
- Alexander, E. L., A.B.'35, Shurtleff Col.; M.A.'37, Wash. Univ.; Supt. of Sch., Edwardsville, Ill., since 1937.
- Allen, B. Leslie, Mgr. of Purchases, Bd. of Educ., Proviso Twp. H. S., Melrose Park, Ill.

- Allen, Beatrice Ona, B.S.'40, Northwestern Univ.; M.A.'46, Univ. of Chicago; Elem. Prin., Watera Sch., Chicago, Ill., since 1947.
- Allen, Edward L., M.S. in Ed.'47, Southern Ill. Univ.; Supt. of Sch., Belleville, Ill., since 1949.
- Allen, Frank B., Chmn. of Curriculum Survey, Lyons Twp. H. S., La Grange, Ill.
- Ames, Clarence E., A.B.'24, Morningside Col.; M.A.'46, Northwestern Univ.; Sr. Class Prin., Community H. S., Blue Island, Ill., since 1932.
- Ance, Louis, B.S.L.'30, Northwestern Univ.; Attorney, Bd. of Educ., Proviso Twp. H. S., Maywood, Ill., since 1938.
- Anderson, Archibald W., B.S.'32, M.A.'33, Tchrs. Col., Columbia Univ.; Ph.D.'38, Ohio State Univ.; Prof. of Educ., Univ. of Ill., Urbana, Ill.
- Anderson, Harry D., LL.B.'22, Univ. of Ill.; B.D.'25, Western Ill. State Tchrs. Col.; M.A.'32, Univ. of Ill.; Supt., Maine Twp. H. S., Des Plaines, Ill., since 1949.
- Anderson, Robert Henry, B.A.'39, M.A.'42, Univ. of Wis.; Ph.D.'49, Univ. of Chicago; Supt. of Sch. Dist. 163, Park Forest, Ill., since 1949.
- Aniceta, Sister M., Ph.D.'39, Univ. of Ill.; Pres. Col. of St. Francis, Joliet, Ill., since 1938.
- Armstrong, Leland R., A.B.'28, Friends Univ.; M.A.'36, Tchrs. Col., Columbia Univ.; Dir. of Bus. Affairs, Bd. of Educ., Oak Park, Ill., since 1948.
- Aspinwall, Richard, A.B.'11, W. Va. Wesleyan Col.; B.D.'14, Drew Univ.; A.M.'14, Ph.D.'26, New York Univ.; Supt. of Sch., Mooseheart, Ill.
- Augsburger, Harry F., A.B.'27, Ill. Wesleyan Univ.; M.S.'38, Univ. of Ill.; Supt. of Elem. Sch., Lincoln, Ill., since 1941.
- Aurand, David B., B.S.'32, Coe Col.; M.Ed.'40, Univ. of Colo.; Supt. of Sch. Dist. 105, La Grange, Ill., since 1945.
- Aurand, E. D., B.E.'33, Northern Ill. State Tchrs. Col., De Kalb; M.S.'36, Northwestern Univ.; Supt. of Sch., Lyons, Ill., since 1940.
- Austin, Kent C., B.Ed.'39, State Tchrs. Col., Whitewater, Wis.; M.S. in Ed.'49, Univ. of Wis.; Prin., Lakewood Elem. Sch., Park Forest, Ill., since 1952.
- Bahr, Eric R., M.A.'35, New York Univ.; Supt. of Rich Twp. H. S. Dist., Park Forest, Ill., since 1951.
- Badders, D. R., M.A.'48, George Peabody Col. for Tchrs.; Supt., Wauconda Community Consol. Sch., Wauconda, Ill., since 1951.
- *Bailey, Francis B., A.B.'28, Univ. of Ill.; M.Ed.'43, Loyola Univ.; Dist. Supt. of Sch., Oak Lawn, Ill., since 1947.
- Baker, Herbert H., B.Ed.'31, Ill. State Normal Univ., Normal; M.S.'39, Univ. of Ill.; Supt., Community Unit Dist. 206, Stockton, Ill.
- Baker, I. D., M.Ed.'47, Univ. of Ill.; Supt. of Sch., Moweaqua, Ill., since 1948.
- Barlow, Charles C., A.B.'29, Ill. Col.; Litt.M.'41, Univ. of Pittsburgh; Supt. of Sch., Roodhouse, Ill., since 1951.
- Barr, George O., B.A.'17, Ill. Wesleyan Univ.; M.A.'40, Columbia Univ.; Supt. of Sch., Silvis, Ill., since 1928.

- Barrow, Joseph M., B.S.'46, Univ. of Ill.; Asst. Prof. of Architectural Design, Univ. of Ill., and Partner, Atkins, Barrow & Lasswith, Urbana, Ill., since 1947.
- Bartels, Martin H., B.A.'30, Capital Univ.; M.A.'35, Ph.D.'49, Ohio State Univ.; Dir. of Placement, Northern Ill. State Tchrs. Col., De Kalb, Ill.
- Batho, Marshall G., Diploma '25, Wis. State Tchrs. Col., River Falls; B.S.'31, State Univ. of Iowa; M.Ph.'34, Univ. of Wis.; Supt. of Community H. S. Dist. 231, Evergreen Park, Ill., since 1953.
- Battershell, B., M.S.'42, Univ. of Ill.; Supt., Shelby Co. Sch., Shelbyville, Ill., since 1951.
- Bauer, John L., Member of Bd., Sch. Dist. 84½, Cook Co., River Grove, Ill., since 1950.
- Beamish, J. K., B.E.'34, Northern Ill. State Tchrs. Col.; M.A.'45, Northwestern Univ.; Supt. of Sch., Westchester, (P. O. Maywood) Ill., since 1941.
- Beane, Don, A.B.'29, Ill. Col.; M.A.'37, Wash. Univ.; Supt., Community H. S., Hillsboro, Ill., since 1952.
- Beasley, Kermit B., Ph.B.'29, Shurtleff Col.; M.A.'36, Univ. of Ill.; Supt. of Community Sch. Unit 229, Kewanee, Ill., since 1946.
- Beebe, Ralph Edwin, B.A.'13, Winona Col.; M.A.'16, Ind. Univ.; Supt. of Sch., Naperville, Ill., since 1927.
- Beem, Harlan D., M.A.'40, Univ. of Ill.; A.E.'28, DePaul Univ.; Field Secy., Ill. Assn. of Sch. Bds., Springfield, Ill., since 1949.
- Bell, Millard D., A.B.'26, Nebr. State Tchrs. Col., Peru; M.A.'30, Univ. of Nebr.; Ed.D.'39, Tchrs. Col., Columbia Univ.; Supt. of Sch., Wilmette, Ill., since 1942.
- Belsly, Josephine, Prin., Lincoln Elem. Sch., River Forest, Ill.
- Bemben, John S., M.A.'38, Ph.D.'53, Northwestern Univ.; Assoc. Prof. of Sch. Admin., Northern Ill. State Tchrs. Col., DeKalb, Ill., since 1953.
- Benner, Thomas E., A.B.'14, A.M.'16, Ed.M.'23, Ed.D.'24, Harvard Univ.; Prof. of Sch. Admin., Univ. of Ill. Address: 615 Hessel Blvd., Champaign, Ill.
- Berry, Dale L., B.Ed.'47, M.S.'52, Southern Ill. Univ.; Supt. of Sch., Milford, Ill., since 1948.
- Biester, Fred L., A.B.'14, North Central Col.; M.A.'38, Univ. of Chicago; Prin., Glenbard Twp. H. S., Glen Ellyn, Ill., since 1918.
- Bishop, S. D., B.S.'25, Univ. of Ill.; M.S.'32, Northwestern Univ.; Prin., Community H. S. Dist. 94, West Chicago, Ill., since 1926.
- Black, H. B., M.A.'24, Univ. of Ill.; Prin., Signal Hill Sch., East St. Louis, Ill., since 1948.
- Black, Luther J., B.E.'31, Eastern Ill. State Tchrs. Col., Charleston; M.S.'37, Univ. of Ill.; Secy., Tchrs. State Examining Bd., Springfield, Ill., since 1943.
- Blair, Clarence D., B.Ed.'30, Ill. State Normal Univ., Normal; Co. Supt. of Sch., Belleville, Ill., since 1939.
- Blodgett, Darrell R., Ph.B.'24, Shurtleff Col.; M.A.'35, Ed.D.'46, Wash. Univ.; Supt. of Sch., Wheaton, Ill., since 1952.
- Blundell, W. Irvin, B.S.'38, Bradley Univ.; M.A.'46, Ed.D.'51, Tchrs. Col., Columbia Univ.; Secy.-Bus. Mgr., Twp. H. S., Evanston, Ill., since 1951.
- Blythe, G. V., B.Ed.'34, Western Ill. State Col.; M.S.'38, Univ. of Ill.; Supt., Community Sch., Vandalia, Ill., since 1943.
- Bohn, Fred O., M.S.'49, Univ. of Ill.; Supt. of Community Unit Sch. Dist. 4, Paris, Ill., 1952-53.
- Bohn, Julius Edward, A.B.'20, Heidelberg Col.; M.A.'26, Ohio State Univ.; Supt. of Sch., Springfield, Ill., since 1947.
- Bolin, Paul L., B.E.'30, Ill. State Normal Univ., Normal; M.A.'35, George Peabody Col. for Tchrs.; Supt. of Sch., East Peoria, Ill., since 1929.
- Bonar, Hugh S., B.Accts.'16, B.A.'18, Mt. Morris Col.; M.A.'24, Univ. of Chicago; Supt. of Twp. H. S. and Jr. Col., Joliet, Ill., since 1947.
- Bone, Paul L., B.Ed.'37, Ill. State Normal Univ.; M.A.'41, State Univ. of Iowa; Supt. of Sch. Dist. 115, Princeton, Ill., since 1944.
- Booth, H. G., B.E.'27, Northern Ill. State Tchrs. Col., De Kalb; M.S.'37, Northwestern Univ.; Supt. of Elem. Sch., West Chicago, Ill., since 1943.
- Bossert, Edward O., B.A.'38, North Central Col.; M.A.'47, Univ. of Chicago; Supt. of Twp. H. S., Lemont, Ill., since 1930.
- Bottino, Louis F., B.A.'30, Beloit Col.; M.A.'35, Columbia Univ.; Supt., Twp. H. S., Lockport, Ill.
- Bowyer, Vernon, S.B.'21, A.M.'23, Univ. of Chicago; Dir. of Americanization and Adult Educ., Pub. Sch., Chicago, Ill., since 1938.
- Boyd, John B., B.S. in Agr.'15, B.S. in Ed.'16, Univ. of Mo.; A.M.'22, Cornell Univ.; Pres., Wheeler Publishing Co., Chicago, Ill., since 1945.
- Bozarth, W. A., B.Ed.'41, Southern Ill. Univ.; M.A.'43, Univ. of Ill.; Co. Supt. of Sch., Tuscola, Ill., since 1943.
- Bozeman, Estelle, B.S.'25, Univ. of Ga.; Natl. Dir. of Narcotic Educ., Woman's Christian Temperance Union, Evanston, Ill., since 1943.
- Brach, Wallace Roy, B.Ed.'28, Ill. State Normal Univ.; M.S.'35, Univ. of Ill.; Supt. of Sch., Pearl City, Ill., since 1949.
- Brackman, Walter, Ph.B.'27, M.A.'34, Univ. of Chicago; Editor in Chief, Row, Peterson and Co., Evanston, Ill., since 1949.
- Bradley, Joseph F., B.S.'32, Mich. State Normal Col.; Dir. of Physical Educ., Glencoe, Ill., since 1942.
- Brien, Aaron, B.S. in Ed.'46, St. Louis Univ.; M.S. in Ed.'48, Ill. Univ.; Supt., Cahokia Commonwealths Pub. Sch., East St. Louis, Ill., since 1950.
- Bright, Orville T., Ph.B.'35, M.A.'39, Univ. of Chicago; Supt. of Sch., Lake Bluff, Ill., since 1943.
- Bronson, Marian H., B.A.'10, Iowa State Col.; Mgr., Midwest Territory, The A. N. Palmer Co., 902, South Wabash, Chicago, Ill., since 1953.
- Brown, Eric E., B.E.'37, Eastern Ill. State Col., Charleston; M.S.'41, Indiana Univ.; Supt. of Sch., Calumet City, Ill., since 1936.
- Brown, Gretta M., Ph.B.'10, M.A.'34, Univ. of Chicago; Dist. Supt. of Sch., Chicago, Ill., since 1948.

ILLINOIS

- Brown, Wensel L., M.A.'28, Univ. of Ill.; Supt. of Sch., Madison, Ill., since 1952.
- Bruce, M. E., A.B.'22, Harris Tchrs. Col. (Mo.); Ph.M.'28, Univ. of Wis.; Advisor of Sch. Personnel, East St. Louis, Ill., since 1953.
- Bruner, (Mrs.) Olive P., Ph.B.'28, Univ. of Chicago; M.A.'38, Northwestern Univ.; Prin., Spalding H. S. and Elem. Sch., Chicago, Ill., since 1952.
- Brunjes, Orville O., B.Ed.'37, Ill. State Normal Univ.; M.A. in Ed.'41, Washington Univ.; Asst. Supt. of Sch. Dist. 104, Hartford, Ill., since 1948.
- Bryan, Allen L., B.S. in Ed.'47, N. Mex. Western Col.; M.S. in Ed.'49, Southern Ill. Univ.; Prin., Washington Sch., Marion, Ill., since 1952.
- Bucher, Boyd R., B.S. in Ed.'48, M.S. in Ed.'49, Drake Univ.; Supt. of Elem. Sch., Lockport, Ill., since 1951.
- Buford, John Lester, B.Ed.'28, Southern Ill. Univ.; M.A.'39, Univ. of Mich.; L.L.D.'44, McKendree Col.; City Supt. of Sch., Mt. Vernon, Ill., since 1937.
- Burnett, Hal, B.S.'33, Univ. of Ill.; Proprietor, Burnett & Logan, Chicago, Ill., since 1949.
- Bush, Charles Austin, M.S.'51, Ind. State Tchrs. Col.; Supt. of Unit C-2, H. S., Marshall, Ill., since 1952.
- Buskirk, Roy E., B.A.'40, Western Ill. State Tchrs. Col.; Macomb; M.A.'46, Univ. of Ill.; Supt. of Sch., Libertyville, Ill., since 1947.
- Bussard, Robert Guy, S.B.'16, S.M.'17, Univ. of Chicago; Ph.D.'25, Clark Univ.; A.M.'38, Univ. of Ill.; Pres., Eastern Ill. State Col., Charleston, Ill., since 1933.
- Byerly, C. C., A.B.'18, Manchester Col.; M.A.'34, Univ. of Chicago; First Asst. State Supt. of Pub. Instr., Springfield, Ill., since 1943.
- Byers, Glen H., B.A.'44, Emmanuel Missionary Col.; M.A.'50, George Peabody Col. for Tchrs.; Prin. and Mgr. of Broadview Academy, La Grange, Ill., since 1952.
- Byram, Glen T., B.S.'41, Northeast Mo. State Tchrs. Col.; M.Ed.'47, Univ. of Mo.; Supt. of Sch., Athens, Ill., since 1952.
- Calhoun, George B., Ed.B.'36, Southern Ill. Univ.; Carbondale; M.A.'40, Northwestern Univ.; Supt. of Sch., Elmwood Park, Chicago, Ill., since 1944.
- Carrington, J. W., B.S.'22, M.A.'34, Univ. of Ill. Address. Ill. State Normal Univ., Normal, Ill.
- Carruthers, William H., Ed.B.'29, Southern Ill. State Normal; M.A.'39, Univ. of Ill.; Supt. of Sch., Murphysboro, Ill., since 1933.
- Carstena, Roy A., Member of Bd., Forest Park, Ill.
- Cassell, George F., First Asst. Supt. of Sch., Chicago, Ill. (retired). Address: 136 S. Hamlin Ave., Chicago 24, Ill.
- Challand, Harold U., M.A.'36, State Univ. of Iowa; Supt. of Elem. Sch., Sterling, Ill., since 1944.
- Chapman, A. Hunter, Ph.B.'30, Shurtleff Col.; M.A.'39, Univ. of Ill.; Prin. of Community II. S. Dist. 210, New Lenox, Ill., since 1932.
- Chase, Francis S., B.S.'27, M.S.'31, Univ. of Va.; Ph.D.'51, Univ. of Chicago; Prof. of Educ. Admin., Dir., Midwest Admin. Center CPEA, and Pres., Educ. Communications Serv., Univ. of Chicago, Chicago, Ill.
- Childress, Jack R., B.Ed.'41, Ill. State Normal Univ.; M.S.'45, Univ. of Ill.; Ph.D.'50, Northwestern Univ.; Dir., The Univ. Col., Northwestern Univ., Chicago, Ill., since 1951.
- Christ, (Mrs.) Alice Louise, Supt., Rhodes Sch. Dist. 84½, River Grove, Ill.
- Chute, Oscar M., B.S.'29, Colby Col.; Ed.M.'34, Harvard Univ.; Ed.D.'46, Univ. of Ill.; Supt. of Elem. Sch. Dist. 75, Evanston, Ill., since 1947.
- Clabough, Ralph E., M.A.'37, Univ. of Ill.; Supt. of Sch., Arlington Hgts., Ill., since 1943.
- Clark, Charles W., B.S.'25, Ill. Wesleyan Univ.; M.A.'40, Univ. of Ill.; Supt. of Community Unit Sch. Dist. 8, Colfax, Ill., since 1949.
- Clark, John F., B.Ed.'36, Northern Ill. State Tchrs. Col.; DeKalb; M.A.'38, Northwestern Univ.; Supt. of Sch. Dist. 45, Villa Park, Ill., since 1949.
- *Clettenberg, Joseph E., B.S.'31, Univ. of Ill.; M.S.'36, Northwestern Univ.; Dir. of Extension, Northern Ill. State Tchrs. Col., DeKalb, Ill.
- Clift, David H., B.S.'30, Univ. of Ky.; B.S.'31, Columbia Univ.; Exec. Secy., American Library Assoc., Chicago, Ill., since 1951.
- Cochran, Frank Lee, B.S.'36, Univ. of Mich.; Architect, Perkins and Will, Chicago, Ill., since 1945.
- Cohen, Theresa T., Ph.B.'26, Univ. of Chicago; M.E.'36, Loyola Univ.; Prin., Jefferson Sch., Chicago, Ill., since 1952.
- Conklin, Paul S., B.S.'17, Univ. of Ill.; M.S.'31, Univ. of Wis.; Co. Supt. of Sch., Rockford, Ill., since 1938.
- Connelly, George W., A.B.'37, A.M.'40, Northwestern Univ.; Prin., Foster Sch., Chicago, Ill., since 1952.
- Cook, Paul M., A.B.'18, Central Wesleyan Col.; M.A.'27, Univ. of Chicago; L.L.D.'47, Phillips Univ.; Exec. Secy., Phi Delta Kappa, Homewood, Ill., since 1928.
- Cook, Raymond Mack, Diploma '19, Eastern Ill. Tchrs. Col.; B.S. in Ed.'22, Univ. of Ill.; M.A.'38, Univ. of Chicago; Dean, Chicago Tchrs. Col., Chicago, Ill., since 1948.
- Coplan, Franklin, B.S.'31, Eureka Col.; M.S.'44, Univ. of Ill.; Supt. of Sch., Community Unit Dist. No. 4, Edinburg, Ill., since 1944.
- Cordis, William Reynold, B.S.'27, M.S.'35, Univ. of Ill.; Supt. of Sch., Princeville, Ill., since 1932.
- Cornell, Francis G., A.B.'27, M.A.'31, Ph.D.'36, Columbia Univ.; Dir., Bur. of Educ. Research, Col. of Educ., Univ. of Ill., Urbana, Ill., since 1947.
- Cornwell, G. E., B.Ed.'39, Eastern Ill. Tchrs. Col., Charleston; M.S.'41, Univ. of Ill.; Supt., Community Unit Sch. Dist. 3, Taylorville, Ill., since 1948.
- Crackel, Verne E., A.B.'37, M.A.'40, Univ. of Chicago; Supt., Will Co. Sch., Joliet, Ill., since 1932.

- Crafton, Paul M., B.S.'25, Lincoln Col.; M.S.'35, Univ. of Ill.; Supt. of Sch., Monmouth, Ill., since 1946.
- Crakes, Charles R., B.A.'30, M.A.'40, Northwestern Univ.; Educ. Dir., De Vry Corporation, Chicago, Ill.
- Crawl, Lester P., B.S.'34, Ind. State Tchrs. Col.; M.S. in Ed.'36, Ind. Univ.; Supt. of Sch., Lansing, Ill., since 1932.
- Crawshaw, Clyde, B.Ed.'29, Southern Ill. Univ.; M.A.'41, Univ. of Ill.; Supt. of Sch., Marseilles, Ill., since 1947.
- Crescencia, Sister Mary, Madonna H. S., Chicago, Ill.
- Crum, J. E., B.S. in Ed.'44, M.S. in Ed.'47, Ill. State Normal Univ.; Supt. of Elem. Sch., Streator, Ill., since 1950.
- Cunningham, Daniel F., A.B.'16, M.A.'18, Loyola Univ.; LL.D.'32, De Paul Univ.; Supt. of Catholic Sch., Chicago, Ill., since 1927.
- Dahle, Casper O., M.A.'32, Ph.D.'40, State Univ. of Iowa; Supt., Sch. Dist. 107, Highland Park, Ill., since 1946.
- Darling, D. K., M.S.'45, Univ. of Ill.; Supt., Collinsville Community Unit Dist. 10, Collinsville, Ill., since 1944.
- Darnall, James D., A.B.'16, Univ. of Ind.; M.A.'17, Univ. of Chicago; Supt., Community Unit Sch. Dist. 228, Geneseo, Ill., since 1919.
- Daugherty, Arthur C., B.S.'22, Knox Col.; M.S.'33, Univ. of Ill.; Prin., Community H. S., Duplo, Ill., since 1943.
- Davis, Milton J., B.S. in Ed.'48, Northern Ill. State Tchrs. Col., De Kalb; Prin., Grade Sch., Gurnee, Ill., since 1945.
- De Atley, Glenn O., B.Ed.'31, Ill. State Normal Univ.; Normal; M.A. in Ed.'37, Washington Univ.; Supt. of Elem. Sch., Dist. 104, Wood River, Ill., since 1922.
- Dekum, Sister Mary Ethelbert, A.B.'28, Loras Col.; M.A.'34, Univ. of Notre Dame; Supt., Community Unit Sch. 50, Teutopolis, Ill., since 1948.
- Delabar, L. B., B.S.'30, Monmouth Col.; M.A.'35, State Univ. of Iowa; Supt. of Sch., Spoon River Valley Community Unit 4, Fairview, Ill., since 1948.
- DeLaurenti, John C., A.B.'29, Greenville Col.; M.A.'40, New York Univ.; Dist. Supt. of Sch., Highland, Ill., since 1942.
- Dent, Ellsworth C., B.S. in Ed.'23, Kansas State Tchrs. Col., Emporia; Dir. of Distribution, Coronet Instrl. Films, and Vicepres., Ideal Pictures Corp., Chicago, Ill., since 1946.
- Di Leonarde, Joseph H., B.S.'32, Univ. of Ill.; A.M.'39, DePaul Univ.; Ph.D.'52, Northwestern Univ.; Prin., Hendricks Sch., Chicago, Ill., since 1950.
- De Young, Chris A., A.B.'20, Hope Col.; M.A.'29, Tchrs. Col., Columbia Univ.; Ph.D.'32, Northwestern Univ.; Head, Dept. of Educ. and Psych., Ill. State Normal Univ., Normal, Ill., since 1934.
- Dimmett, W. S., Ph.B.'31, M.A.'36, Univ. of Chicago; Supt. of Sch., Forest Park, Ill., since 1930.
- Dintelman, Charles J., B.Ed.'37, Southern Ill. Univ.; M.S.'40, Univ. of Ill.; Dist. Supt. of Sch., Seward, Ill., since 1948.
- Dolan, Francis H., B.A.'28, M.A.'32, Univ. of Minn.; Ed.D.'53, Colo. State Col. of Educ.; Supt. of Twp. H. S. and Jr. Col., La Salle, Ill., since 1947.
- Dorland, Z. Harold, B.Ed.'29, Ill. State Normal Univ.; Normal; M.A.'33, State Univ. of Iowa; Supt., Twp. H. S., Streator, Ill., since 1946.
- Downey, Helen M., M.Ed.'36, Loyola Univ.; Prin., Kellogg Elem. Sch., Chicago, Ill., since 1941.
- Doyle, Sister M. Timothea, B.A.'17, M.A.'18, Univ. of Minn.; Pres., Rosary Col., River Forest, Ill., since 1949.
- Duffie, Burton, B.S.'31, M.A.'34, Univ. of Chicago; Dir. of Bur. of Educ. Extension, 228 N. LaSalle St., Chicago 1, Ill., since 1948.
- Eades, Roscoe, B.S.'21, Eureka Col.; M.A.'38, Columbia Univ.; Supt., Sterling Twp. H. S., Sterling, Ill., since 1931.
- Eater, J. W., B.Ed.'37, Southern Ill. State Normal Univ., Carbondale; M.S.'45, Univ. of Ill.; Supt. of Sch., Rantoul, Ill., since 1945.
- Eberly, Wade L., B.E.'32, Ill. State Normal Univ.; M.A.'37, Univ. of Iowa; Prin., Grant Community H. S., Fox Lake, Ill., since 1948.
- Eckhardt, Edward E., B.S.E.'42, Concordia Tchrs. Col.; M.A.'52, DePaul Univ.; Supt. of Sch., Morton Grove, Ill., since 1947.
- Edman, V. Raymond, A.B.'23, Boston Univ.; M.A.'30, Ph.D.'33, Clark Univ.; LL.D.'41, Houghton Col.; Pres., Wheaton Col., Wheaton, Ill., since 1941.
- Edward, Sister Mary, A.B.'40, DePaul Univ.; Prin. and Supvr. of Sch., 2901 W. 43rd St., Chicago, Ill., since 1944.
- Edwards, William B., B.A.'31, Ohio Univ.; M.A.'33, Kent State Univ.; Supt. of Sch., Peoria, Ill., since 1953.
- Ege, Louise N., Ph.B., DePaul Univ.; M.E., Loyola Univ.; Prin., Morris Sch., Chicago, Ill., since 1944.
- *Eichelberger, James W., A.B.'04, Livingstone Col.; A.M.'23, Northwestern Univ.; Secy. of Christian Educ., African Methodist Episcopal Zion Church, Chicago, Ill., since 1932.
- Elliott, R. H., Co. Supt. of Sch., Danville, Ill., since 1947.
- Ellis, Homer C., B.S.'23, Mt. Union Col.; M.A.'39, Oberlin Col. Address: 6901 Madison St., Niles, Chicago, Ill.
- Ellis, Raymond S., M.A.'38, Northwestern Univ.; Supt., Round Lake Consol. Sch. Dist. 43, Round Lake, Ill., since 1927.
- Endicott, Frank S., B.A.'27, Cornell Col.; M.A.'29, Ph.D.'38, Northwestern Univ.; Dir. of Personnel Placement and Assoc. Prof. of Educ., Northwestern Univ., Evanston, Ill., since 1935.
- Endres, (Mrs.) Mary P., B.E.'42, Western Ill. State Tchrs. Col., Macomb; M.A.'46, Ill. State Tchrs. Col.; Supt. of Community Univ. of Chicago; Supt. of Community Consol. Sch. Dist. 10, Woodstock Ill., since 1946.
- Erickson, Albin H., B.S.'33, M.S.'36, Univ. of Minn.; Dean, North Park Col., Chicago, Ill., since 1949.
- Erenger, John F., B.S.'29, M.S.Ed.'35, Northwestern Univ.; Prin., Lovett Elem. Sch., Chicago, Ill., since 1948.
- Fairchild, R. W., A.B.'14, M.A.'19, Univ. of Mich.; Ph.D.'32, Northwestern Univ.; Pres., Ill. State Normal Univ., Normal, Ill., since 1933.
- Faulkner, Elizabeth, A.B.'85, Univ. of Chicago; Prin., Faulkner Sch. for Girls, Chicago, Ill., since 1909.

- Fearn, Harold, B.Ed.'39, Eastern Ill. State Col., Charleston; M.A.'46, Univ. of Ill.; Supt., Community Unit Sch. Dist. 1, Charleston, Ill., since 1950.
- Fegley, Paul V., M.A.'38, Washington Univ.; Supt., Community Unit Sch. Dist. 8, Pana, Ill.
- Fierke, W. F., M.S.'42, Northwestern Univ.; Supt. of Sch., Tinley Park, Ill., since 1940.
- Finley, Elden D., B.S.'23, Knox Col.; M.A.'28, Columbia Univ.; Asst. Supt. of Pub. Instr., Springfield, Ill., since 1949.
- Finston, Edward, B.S.'28, Univ. of Ill.; M.S. in Ed. Adm.'36, Northwestern Univ.; Prin., Hay Elem. Sch., Chicago, Ill., since 1948.
- Fischer, E. E., B.S.'32, Eureka Col.; M.S.'37, Univ. of Ill.; Supt. of Sch., Alpha, Ill., since 1948.
- Fisher, Lowell B., B.Ed.'32, Western Ill. State Col.; M.A.'38, Tchrs. Col., Columbia Univ.; M.Ed.'45, Univ. of Ill.; Exec. Secy., Com. on Admissions from Sec. Sch., Univ. of Ill., Urbana, Ill., since 1943.
- Fisher, William O., B.Ed.'46, M.Ed.'47, Univ. of Okla.; Supt., Community Unit Sch. Dist. 84, Wolf Lake, Ill., since 1948.
- Fitzgerald, Eleanor M., Ph.B.'29, M.A. in Ed.'37, DePaul Univ.; Prin., Barton Sch., Chicago, Ill., since 1937.
- Fitzgerald, Matthew L., Ph.B.'24, Univ. of Chicago, J.D.'34, Loyola Univ.; M.Ed.'36, DePaul Univ.; Dist. Supt., Lake View H. S., Chicago, Ill., since 1951.
- Port, Carl Allen, M.A.'47, Univ. of Ill.; Supt. of Libertyville-Fremont H. S., Libertyville, Ill., since 1953.
- Foster, Charles W., B.E.'42, Ill. State Normal Univ.; M.A.'49, Northwestern Univ.; Bus. Mgr., Thornton Twp. H. S. and Jr. Col., Harvey, Ill.
- Fox, Elvira, Ph.B.'28, Loyola Univ.; M.S. in Ed.'32, Northwestern Univ.; Prin., Spry Elem. Sch., Chicago, Ill.
- Frey, Sydney W., B.S.'25, McKendree Col.; M.S.'34, Univ. of Ill.; Asst. Supt., Community Unit H. S., Roxana, Ill.
- Friedll, P. J., B.S.'16, McKendree Col.; M.S.'33, Univ. of Ill.; Asst. Supt. of Sch., Belleville, Ill., since 1942.
- Fristoe, Dewey, B.Ed.'31, Ill. State Normal Univ., Normal; A.M.'36, Colo. State Col. of Educ., Greeley; Ed.D.'41, New York Univ.; Supt. of Sch., Flossmoor, Ill., since 1943.
- Fullmer, C. E., A.S.'21, Blackburn Col.; B.S.'23, M.S.'32, Univ. of Ill.; Prin. of Wadsworth Elem. Sch., Chicago, Ill., since 1951.
- Fullmer, M. F., M.A.'33, State Univ. of Iowa; Supt. of Sch., Sandwich, Ill., since 1953.
- Gaffney, Matthew P., B.S.'12, Litt.D.'42, Colgate Univ.; M.A.'19, Columbia Univ.; Supt. of New Trier Twp. H. S., Winnetka, Ill., 1931-53.
- Galloway, Geraldine, B.S. in Ed.'41, M.A. in Ed.'42, Univ. of Ill.; Supt., Kane Community Sch., Fairfield, Ill.
- Ganster, William A., B.S.'30, M.S.'35, Univ. of Ill.; Architect, 222 Washington St., Waukegan, Ill.
- Gard, W. L., B.S.'21, M.S.'28, Univ. of Ill.; Supt. of Sch., Beardstown, Ill., since 1928.
- Gates, John Wesley, A.B.'28, Washburn Municipal Univ. of Topeka; A.M.'38, Ph.D.'45, Univ. of Chicago; Supt., East H. S., Aurora, Ill., since 1946.
- Geiger, C. Harve, Ph.B.'22, Univ. of Chicago; Ed.M.'28, Harvard Univ.; Ph.D.'39, Columbia Univ.; Pres., North Central Col., Naperville, Ill., since 1946.
- Geppert, Otto Emil, Secy.-Treas., Denoyer-Geppert Co., Chicago, Ill., since 1916.
- Gibbons, John C., Sales Mgr., Sch. Equipment Div., The Brunswick-Balke-Colender Co., Chicago, Ill., since 1953.
- Gillet, Harry O., Genl. Editor, United Educators, Inc., Chicago, Ill.
- Gliatto, Julia H., M.A.'36, Loyola Univ. (Ill.); Prin. of Elem. Sch., Chicago, Ill., since 1939.
- Goodier, Floyd T., A.B.'03, Colgate Univ.; A.M.'09, Tchrs. Col., Columbia Univ.; Dir. of Integration, Ill. State Normal Univ., Normal, Ill., 1937-50 (retired). Address: 603 Broadway, Normal, Ill.
- Goodrich, (Mrs.) Lucille, A.B.'25, Univ. of Ill.; Co. Supt. of Sch., Pontiac, Ill., since 1947.
- Goodrich, Paul C., B.S.'48, M.Ed.'51, Miami Univ.; Adm'n. Asst., New Trier H. S., Winnetka, Ill., since 1953.
- Gore, J. H., B.Sc.'10, Blackburn Col.; M.A.'28, Univ. of Chicago; Supt. of Sch., Vonic, Ill., since 1935.
- Goreham, Wilfred John, A.B.'25, Ill. Wesleyan Univ.; M.A.'33, Univ. of Ill.; Prin. Twp. H. S., Sibley, Ill., since 1927.
- Graham, James C., A.B.'25, Park Col.; B.Ed.'32, Western Ill. State Tchrs. Col.; Macomb; M.A.'37, Univ. of Wyo.; Supt. of Sch., Morrisonville, Ill., since 1949.
- Graham, V. O., Ph.D.'31, Univ. of Chicago; Prin. of Hanson Perk Sch., Chicago, Ill., since 1952.
- Grant, (Mrs.) Eve H., A.B.'34, Augustana Col.; A.M.'37, State Univ. of Iowa; Editor in Chief, Congress Publications, Natl. Congress of Parents and Tchrs., Chicago, Ill., since 1943.
- Grant, Lester J., Ed.B.'34, Ill. State Normal Univ., Normal; M.S.'36, Univ. of Ill.; Supt. of Sch., Decatur, Ill., since 1950.
- Grant, Robert C., B.S.'32, Bradley Univ.; M.A.'37, Univ. of Ill.; Prin., Consol. H. S., Watseka, Ill., since 1944.
- *Gray, William S., S.B.'13, Ph.D.'16, Univ. of Chicago; M.A.'14, Columbia Univ.; Prof. of Educ., Emeritus, Univ. of Chicago, Chicago, Ill., since 1950.
- Green, Harry B., M.S.'45, Univ. of Ill.; Supt. of Elem. Sch., Pekin, Ill., since 1950.
- Griffin, Lee H., Ph.B.'16, Univ. of Chicago; Mng. Dir., Gann and Co., Chicago, Ill.
- Grigaby, Paul A., A.B.'22, Central Col. (Mo.); A.M.'29, Univ. of Mo.; Supt. of Community Unit Sch. Dist. 9, Granite City, Ill., since 1950.
- Gunn, B. E., A.M.'37, Univ. of Ill.; Supt. of Sch., Salem, Ill., since 1937.
- Gundersen, Robert W., M.A.'51, DePaul Univ.; Supt. of Elem. Sch. Dist. 92, Broadview, Ill., since 1946.
- Hadley, Clayton M., B.S.'30, M.S.'37, Univ. of Ill.; Supt. of Community Unit Sch., Casey, Ill., since 1952.

- Haebich, I. E., B.A.'15, Baldwin-Wallace Col.; M.S.'33, Univ. of Chicago; Supt. of Riverside-Brookfield Twp. H. S., Riverside, Ill., since 1939.
- Hall, Hal O., B.Ed.'30, Southern Ill. Univ.; M.B.A.'34, Northwestern Univ.; Ed.D.'43, New York Univ.; Supt. of Sch. Belleville, Ill., since 1945.
- Hall, Ruel, B.Ed.'29, Eastern Ill. State Col., Charleston; M.A.'39, Univ. of Chicago; Co. Supt. of Sch., Kankakee, Ill., since 1941.
- Hamilton, Holmes, Ed.B.'34, Western Ill. State Tchrs. Col., Macomb; M.A.'43, State Univ. of Iowa; Elem. Sch. Prin., Forest Park, Ill., since 1953.
- Hamlin, Milford M., Dept. of Educ., American Type Founders, Chicago, Ill.
- Hammer, Kenneth S., A.B.'37, Cornell Col.; M.Ed.'40, Univ. of Colo.; Supt. of Sch., Morris, Ill., since 1951.
- Hammond, James W., B.S. in Arch.'42, Ill. Inst. of Tech.; Assoc. Partner, Skidmore Owings and Merrill, Chicago, Ill., since 1950.
- Hand, Harold C., B.A.'24, D.Sc.'49, Macalester Col.; M.A.'30, Univ. of Minn.; Ph.D.'33, Columbia Univ.; Prof. of Educ., Univ. of Ill., Urbana, Ill., since 1946.
- Hanke, Robert H., B.S.'35, North Central Col.; M.S.'39, Univ. of Wis.; Prin., Elem. and Primary Sch., Mooseheart, Ill., since 1949.
- Hanna, David C., B.S.'43, M.A.'46, Ph.D.'50, Ohio State Univ.; Dir. of Attendance and Research, Pub. Sch., Springfield, Ill.
- Hannum, James M., B.S. in Ed.'46, Phillips Univ.; M.A. in Ed.'48, Northwestern Univ.; Supt. of Elem. Sch. Dist. 123, Oak Lawn, Ill., since 1952.
- Hanson, Earl H., A.B.'24, Augustana Col.; M.A.'33, Columbia Univ.; Supt. of Sch., Rock Island, Ill., since 1937.
- Hanson, Ernest M., B.S.'22, M.A.'28, Univ. of Minn.; Supt., Thornton Twp. H. S. and Jr. Col., Harvey, Ill., since 1952.
- Harlan, Willard M., B.S.'36, M.S.'41, Univ. of Ill.; Supt., Community Consol. Sch., Sheffield, Ill., since 1942.
- Harris, John Harper, B.S.'29, Bradley Univ.; M.A.'40, Ed.D.'49, Columbia Univ.; Supt. of Sch., Downers Grove, Ill., since 1953.
- Harris, Latham E., M.A. in Ed.'42, Washington Univ.; Supt., Elem. Sch., Roxana, Ill., since 1940.
- Harris, Verne B., M.A.'36, Tchrs. Col., Columbia Univ.; B.S.'30, Ind. State Tchrs. Col., Terre Haute; Supt. of Cook Co. Sch. Dist. 156, Calumet City, Ill., since 1946.
- Harrison, James T., B.S.'38, M.S.'51, Univ. of Ill.; Supt. of Stewardson-Strasburg Community Sch. Unit 5-A, Stewardson, Ill., since 1951.
- Harshbarger, Ernest M., B.S.'34, Univ. of Ill.; Co. Supt. of Sch., Urbana, Ill., since 1931.
- Hatfill, Harlie Alvin, B.S. in Ed.'45, Greenville Col.; M.A. in Ed.'48, Washington Univ. (Mo.); Supt. of Sch., Paris, Ill.
- Hattenhauer, M. E., B.Ed.'29, Ill. State Normal Univ., Normal; M.A.'38, Northwestern Univ.; LL.B.'39, Kent Law Sch.; Supt. of Sch., Bellwood, Ill., since 1932.
- Hausser, Ludwig J., B.A.'19, M.A.'28, Univ. of Minn.; Ed.D.'39, Columbia Univ.; Supt. of Sch., Riverside, Ill., since 1931.
- Hausser, A. G., LL.B.'23, Ill. Wesleyan Univ.; B.Ed.'29, Ill. State Normal Univ.; M.A.'42, N. Y. Univ.; Vicepres., Bradley Univ., Peoria, Ill.
- Hawley, Ray C., A.B.'24, Morningside Col.; A.M.'33, Univ. of Ill.; A.M.'41, Tchrs. Col., Columbia Univ.; Co. Supt. of Sch., Marseilles, Ill.
- Hayes, Robert G., Ph.B.'41, DePaul Univ.; M.A.'49, Loyola Univ.; Asst. Supt. of Cook Co. Sch., Chicago, Ill., since 1949.
- Heffernan, David J., M.A.'47, DePaul Univ.; First Asst. Supt. of Cook Co. Sch., Chicago, Ill.
- Hegner, Herman H., Ph.B.'25, Univ. of Wis.; Pres., Pestalozzi Froebel Tchrs. Col., Chicago, Ill., since 1937.
- Heider, Louis Newton, M.S. in Ed.'51, Univ. of Ill.; Prin. of Jersey Community H. S., Jerseyville, Ill., since 1951.
- Hein, Fred V., Ph.B.'23, Ripon Col.; M.S.'34, Ph.D.'46, Univ. of Wis.; Consultant in Health and Fitness, Bureau of Health Educ., American Medical Assn., Chicago, Ill., since 1946.
- Henniger, K. V., A.B.'29, James Millikin Univ.; A.M.'33, Univ. of Ill.; Supt. of Lakeview Community Sch. Unit 4, Decatur, Ill.
- Henry, Nelson B., Ph.B.'01, Central Col. (Mo.); M.A.'17, Univ. of Okla.; Ph.D.'23, Univ. of Chicago; Secy. of Natl. Society for the Study of Educ., Chicago, Ill., since 1941.
- Henry, Virgil, Ed.B.'32, Southern Ill. Univ.; M.S.'38, Univ. of Ill.; Ed.D.'48, Tchrs. Col., Columbia Univ.; Supt. of Sch., Orchard Park, Ill., since 1949.
- Herbster, William E., B.Ed.'37, Ill. State Normal Univ.; M.A.'40, Northwestern Univ.; Supt. of Sch., North Chicago, Ill., since 1951.
- Herr, Ross, B.S. in Ed.'20, Bowling Green State Normal Col.; A.M. in Ed.'22, Univ. of Chicago; Prin., Harrison Tech. H. S., Chicago, Ill., since 1949.
- Herron, Harry H., Ph.B.'21, Univ. of Chicago; Registrar, Office Supvr., and Pur. Agt., New Trier Twp. H. S., Winnetka, Ill., since 1922.
- Hester, Vance C., M.A.'39, Univ. of Colo.; Supt. of Sch., Franklin Park, Ill., since 1941.
- Hexter, Edward G., A.B.'16, McKendree Col.; A.M.'30, Univ. of Ill.; Registrar, Twp. H. S. and Jr. Col., Belleville, Ill.
- Heybeck, Frank D., B.S.'42, Ill. Inst. of Tech.; Supt. of Community Consol. Sch. 95, Lake Zurich, Ill., since 1947.
- Hill, E. Lynn, A.B.'27, James Millikin Univ.; M.A.'34, Univ. of Ill.; Supt. of Unit Sch. Dist. 200, Roseville, Ill., since 1948.
- Hofer, Leo A., A.B.'11, Gustavus Adolphus Col.; A.M.'38, Univ. of Chicago; Prin., Taft H. S., Chicago, Ill., since 1939.
- Hoff, Harold A., Ph.M.'33, Univ. of Wis.; Supt. of Community H. S., Mount Morris, Ill., since 1938.
- Hollmeyer, Lewis H., A.B.'20, Hanover Col.; M.A.'37, Tchrs. Col., Columbia Univ.; Asst. Supt. of Pub. Instr., State Dept. of Pub. Instr., Springfield, Ill., since 1945.
- Holmes, Leslie A., B.S.'26, M.S.'28, Ph.D.'42, Univ. of Ill.; Pres., Northern Ill. State Tchrs. Col., DeKalb, Ill., since 1949.

ILLINOIS

- Horn, Earl G., M.S.'34, Iowa State Col.; Supt., Lee Co. Community Unit Sch. Dist. 271, Ashton, Ill., since 1948.
- Howard, Harriet, M.A.'15, Columbia Univ.; Dir., Supvn. Dept., Natl. Col. of Educ., Evanston, Ill., since 1923.
- Hufford, Gayle N., Ph.D.'37, Univ. of Chicago, Supt. of Sch., Joliet, Ill., since 1937.
- Hughes, James Monroe, A.B.'16, Ind. Univ.; M.A.'22, Columbia Univ.; Ph.D.'24, Univ. of Minn., Dean, Sch. of Educ., Northwestern Univ., Evanston, Ill., since 1941.
- Hummel, M. W., B.S.'37, M.A.'39, Northwestern Univ., Supt. of Sch., Dist. 95, Brookfield, Ill., since 1946.
- *Hunt, Rolfe Lanier, B.A.'24, Millsaps Col., M.A.'27, Ph.D.'37, George Peabody Col. for Tchrs., Exec. Dir., Dept. of Religion and Pub. Educ., Natl. Council of Churches of Christ, Chicago, Ill., since 1953.
- *Huth, Oscar Walter, B.Ed.'35, State Tchrs. Col., Milwaukee, Wis., M.A.'39, Northwestern Univ., Supt. of Sch., Dist. No. 162, Matteson, Ill., since 1940.
- Jacobs, H. D., B.S. in Ed.'21, Kent State Univ. (Ohio); M.A.'33, Columbia Univ.; Supt. of Community Unit Sch. Dist. 300, Dundee, Ill., since 1947.
- Jardine, Alex., A.B.'26, M.A.'34, Ind. State Tchrs. Col.; Ed.D.'52, Tchrs. Col., Columbia Univ.; Supt. of Sch., Moline, Ill., since 1946.
- Jeffries, U. B., A.B.'20, Ind. Univ.; M.A.'31, Univ. of Wis.; Supt., Twp. H. S., Carmi, Ill., since 1950.
- Jennings, Robert C., B.S.'22, M.A.'27, Col. of William and Mary; Supt. of Sch. Dist. 83, Melrose Park, Ill., since 1950.
- Jensen, Elmer A., B.Ed.'23, Ill. State Normal Univ., Normal; M.S.'35, Univ. of Ill.; Ed.D.'42, Univ. of Mo.; Supt. of Sch., Knoxville, Ill., since 1943.
- John-Michael, Sister Mary, B.V.M., M.A.'39, Univ. of Mich.; Pres., Mundelein Col., Chicago, Ill.
- Johnson, James B., M.A.'37, Univ. of Ill.; Supt. of Sch., Alton, Ill., since 1947.
- Johnson, K. Richard, B.S.'29, Knox Col.; M.S.'32, Ph.D.'39, Univ. of Colo.; Pres., Natl. Col. of Educ., Evanston, Ill., since 1949.
- Johnson, Russell D., A.B.'25, Augustana Col.; Asst. Supt. of Sch., Granite City, Ill., since 1934.
- Johnson, Stella M., B.S.'20, Univ. of Chicago; M.E.'36, Loyola Univ.; Prin. of Park Manor Sch., Chicago, Ill., since 1939.
- Johnson, Wesley Albert, B.A.'21, Aurora Col.; M.A.'31, Univ. of Wis.; Supt. of Sch., Bensenville, Ill., since 1943.
- Jones, Guy M., Pub. Relations Dir., Natl. Sch. Studios of Minneapolis, since 1947. Address: Natl. Sch. Studios, Inc., Chicago, Ill.
- Jones, J. Morris, A.B.'17, C.M.'18, Univ. of Wales; Mng. Editor, *World Book Encyclopedia and Childcraft*, Chicago, Ill., since 1940.
- Jordan, Marion, B.S.'33, Northwestern Univ.; M.S.'36, Univ. of Chicago; Supt. of Sch., Palatine, Ill., since 1947.
- Kaisensmaier, A. J., B.S.'33, Lake Forest Col.; Supt. of Sch., North Chicago, Ill., since 1944.
- Kaula, F. Edward, A.B.'04, Tufts Col.; First Vicepres., World Book Co., Chicago, Ill., since 1933.
- Kawalek, Thaddeus P., B.E.'42, Northern Ill. State Tchrs. Col.; M.A.'51, Univ. of Chicago; Supt. of Sch., Hazel Crest, Ill., since 1952.
- Kechner, Paul F., B.S.'41, Univ. of Ill.; M.S.'52, Ind. State Tchrs. Col.; Supt. of Community Unit Sch. Dist. 4, Paris, Ill., since 1953.
- Keen, Harry T., M.A.'35, Univ. of Ill.; Supt. of Sch., Lawrenceville, Ill., since 1952.
- Keenan, Robert C., A.B.'20, J.D.'25, M.Ed.'37, Loyola Univ.; Dist. Supt. of Elem. Sch., Chicago, Ill., since 1941.
- Keener, Edward E., A.B.'14, Piedmont Col.; M.A.'17, George Peabody Col. for Tchrs.; Editor, Laidlaw Bros., Publishers, Chicago, Ill., since 1953.
- Kenoel, Oran, B.A.'30, Zion Col.; Supt., Gavin Sch. Dist. 37, Ingleside, Ill., since 1942.
- Kerr, Everett F., A.B.'35, M.A.'40, Univ. of Chicago; Supt. of Sch. Dist. 130, Blue Island, Ill.
- Kich, Elmer G., B.S.'23, Capital Univ.; M.A.'41, Northwestern Univ.; Dist. Supt. of Elem. Sch. Dist. 147, Blue Island, Ill.
- Kietzman, Ben, B.A.'18, N. Central Col.; M.Ph.'26, Univ. of Wis.; Supt., Union Sch. Dist. 66, Canton, Ill., since 1935.
- King, Floyd E., B.S.'26, Eureka Col.; M.S.'32, Univ. of Ill.; Supt., Community Unit Sch. Dist. 50, Harvard, Ill., since 1949.
- Kingsland, George M., B.S. in Ed.'31, M.S. in Ed.'38, DePaul Univ.; Supt. of South Holland Sch., Harvey, Ill., since 1948.
- Kizer, M. E., B.S.'37, K.S.T.C., Kirksville, Mo.; M.S. Ed.'44, Univ. of Mo.; Supt. of Community Unit 9 Schs., Medora, Ill., since 1951.
- Knoepfel, LeRoy J., B.A.'27, Carthage Col.; M.A.'35, State Univ. of Iowa; Prin., Twp. H. S., Arlington Heights, Ill., since 1947.
- Korty, Hester L., B.Ed.'34, Ill. State Normal Univ., Normal; Scott Co. Supt. of Sch., Winchester, Ill., since 1949.
- Kosinski, Sigmund G., B.S.'28, M.S.'35, Ph.D.'48, Northwestern Univ.; Dir. of Research, J. S. Morton H. S. and Jr. Col., Cicero, Ill., since 1928.
- Kramer, William G., Secy., Sch. Bd., Dist. 91, Forest Park, Ill., since 1942.
- Kraftz, Beatrice V., A.B.'29, Lake Forest Col.; A.M.'30, Columbia Univ.; Admin. Asst. and Dean of Girls, York Community H. S., Etnahurst, Ill.
- Krause, Victor C., B.S.'40, Concordia Tchrs. Col.; M.A.'47, Tchrs. Col., Columbia Univ.; Asst. Prof. of Educ., Concordia Tchrs. Col., River Forest, Ill., since 1950.
- Krutzinger, L. V., M.S.'33, Univ. of Ill.; Supt. of Sch., East Richland Community Unit Dist. 1, Olney, Ill., since 1945.
- Koster, Warren D., B.Ed.'30, Ill. State Normal Univ., Normal; A.M.'37, Univ. of Ill.; Supt. of Sch., Dwight, Ill., since 1945.
- LaGrasse, Earle G., B.S.'41, M.Ed.'48, Loyola Univ.; Asst. Supt., Cook Co. Sch. Dist. 143, Dorton, Ill., since 1947.

- Lakemacher, Robert E., B.S.'25, Bradley Univ.; M.S.'35, Northwestern Univ.; Prin. of Carl Schurz H. S., Chicago, Ill., since 1950.
- Lally, Ann M., B.A.'35, Munderlein Col.; M.A.'39, Ph.D.'50, Northwestern Univ.; Dir. of Art, Bd. of Educ., Chicago, Ill., since 1948.
- Lancaster, Allen H., B.S.'18, Univ. of Ill.; M.S.'38, Univ. of Wis.; Supt. of Sch., Dixon, Ill., since 1932.
- Lang, Charles E., Ph.B.'20, Univ. of Chicago; M.A.'38, Northwestern Univ.; Supt., Elem. Sch. Dist. 5, Chicago, Ill., since 1943.
- Langhar, Oscar, B.S.'37, M.A.'41, Univ. of Chicago; Bus.-Mgr. and Secy., Bd. of Educ., Evanston, Ill., since 1951.
- Larsen, Arthur Hoff, B.Ed.'29, Wis. State Tchrs. Col. Superior; Ph.M.'31, Ph.D.'39, Univ. of Wis.; Dean, Ill. State Normal Univ., Normal, Ill., since 1949.
- Lau, John A., LL.B.'03, Univ. of Wis.; Ph.B.'18, Univ. of Chicago. Address: Scott Foresman and Co., Chicago, Ill.
- Lauby, Cecilia J., Ed.D.'49, Ind. Univ.; Assoc. Prof. of Educ. and Coordinator of Off-Campus Student Tchg., Ill. State Normal Univ., Normal, Ill., since 1949.
- Lawson, Douglas E., A.B.'32, M.A.'33, Colo. State Col. of Educ., Greeley; Ph.D.'39, Univ. of Chicago; Dean, Col. of Educ., Southern Ill. Univ., Carbondale, Ill., since 1948.
- Lechlmski, (Mrs.) Regina G., M.A.'46, DePaul Univ.; Prin. of Chappel and Sauganash Sch., Chicago, Ill., since 1948.
- Lehr, Edgar I., A.B.'26, M.A.'30, Ind. Univ.; Supt. of Sch., Rock Falls, Ill., since 1930.
- *Leigh, John V., B.A.'35, Central YMCA Col.; M.A.'38, Northwestern Univ.; Supt., James Gilles Pub. Sch. Dist. 80, Chicago, Ill., since 1936.
- Lelmauer, (Mrs.) Marjorie B., B.S. in Ed.'44, Northern Ill. State Tchrs. Col., DeKalb; DeKalb Co. Supt. of Sch., Sycamore, Ill., since 1941.
- Leist, Mary G., M.A.'26, Univ. of Chicago; Prin. of Shepard Elem. Sch., Chicago, Ill., since 1937.
- Leonard, James H., A.B.'21, Lake Forest Col.; LL.B.'33, Chicago Kent Col. of Law; M.S.'47, Ind. Univ.; Supt., Thornton Fractional Twp. H.S., Calumet City, Ill., since 1948.
- Lichty, Elden A., Ed.D.'43, Univ. of Mo.; Assoc. Prof. of Educ., Ill. State Normal Univ., Normal, Ill., since 1945.
- Lieb, George W., B.S.'37, M.A.'40, Northwestern Univ.; Supt., Sch. Dist. 122, Oak Lawn, Ill., since 1948.
- Light, Elmer H., Member of Bd., Forest Park, Ill.
- Lindstrom, Stan C., Pres., Superior Coach Sales Co., Evanston, Ill.
- Lineberger, Clarence, A.B.'09, LL.D.'39, Lenoir-Rhyne Col.; A.M.'11, Univ. of N.C.; Dist. Supt. of Sch., Chicago, Ill., since 1938.
- Litchfield, Vernon B., B.E.'35, Western State Col.; M.A.'52, Bradley Univ.; Supt. of Sch., Creve Coeur, Ill., since 1947.
- Little, Lester O., B.S. in Ed.'26, Southwest Mo. State Col.; A.M.'30, Ed.D.'43, Univ. of Mo.; Supt. of Sch., Quincy, Ill., since 1949.
- Littlepage, H. S., B.S.'24, Eureka Col.; M.S.'37, M.Ed.'44, Univ. of Ill.; Supt., Community Unit Sch. Dist., Carlinville, Ill., since 1948.
- Litwiller, O. J., A.B.'26, Bluffton Col.; M.A.'34, Ohio State Univ.; Supt. of Lena-Winslow Community Unit Sch., Lena, Ill., since 1949.
- Loew, C. C., A.B.'28, Ill. Col.; M.A.'38, Wash. Univ.; Supt. of Sch., Urbana, Ill., since 1948.
- Loomis, Orson E., B.A.'17, Beloit Col.; M.A.'28, Univ. of Wis.; Prin., Hononegah Community H.S., Rockton, Ill., since 1929.
- Lovell, Harry Donald, B.Ed.'36, Eastern Ill. State Col.; M.A.'38, Ed.D.'49, Univ. of Ill.; Prin., Univ. H.S., Ill. State Normal Univ., Normal, Ill., since 1949.
- Ludwig, Louise M., Secy. and General Mgr., Pub. Sch. Publishing Co., Bloomington, Ill., since 1926.
- Lundahl, Arthur W., B.E.'26, Northern Ill. State Tchrs. Col.; M.A.'35, Univ. of Minn.; Dir. of Bus. Affairs, Pub. Sch., Rockford, Ill., since 1948.
- Lundahl, Leon J., B.E.'33, Univ. of Ill.; M.A.'35, Northwestern Univ.; Supt. of Elem. Sch., Crystal Lake, Ill., since 1935.
- Lynch, Margaret C., M.A., DePaul Univ.; Prin., Monroe Sch., Chicago, Ill.
- Lyon, Jared T., A.B.'24, Carthage Col.; M.A.'35, State Univ. of Iowa; Supt. of Sch., Hoopston, Ill., since 1947.
- McAllister, W. E., Ed.B.'43, Eastern Ill. State Tchrs. Col., Charleston; M.A.'49, Univ. of Ill.; Supt. of Sch., Centralia, Ill., since 1949.
- McCahey, Marie A., Ph.B.'27, Univ. of Chicago; M.Ed.'36, Loyola Univ. (Ill.); Prin., Hirsch H.S., Chicago, Ill., since 1942.
- McCall, H. R., B.S.'25, Southwest Mo. State Col.; A.M.'29, Ed.D.'43, Univ. of Mo.; Supt. of Sch. Dist. 61, Waukegan, Ill., since 1941.
- McCallister, James M., B.S. in Ed.'21, Central Mo. Col., Warrensburg; A.M.'22, Ph.D.'29, Univ. of Chicago; Dean, Herzl Branch, Chicago City Jr. Col., Chicago, Ill., since 1948.
- McCannon, Roland, B.S.'38, Univ. of Ill.; M.A.'41, Univ. of Chicago; Secy.-Mgr., Ill. Pupils Reading Circle, Ill. Educ. Assn., 203 W. Kelsey St., Bloomington, Ill.
- McCartan, Warren M., B.S. in Ed.'44, Southern Ill. Univ.; M.S. in Ed.'46, M.Ed.'51, Univ. of Ill.; Supt. of Sch., Community Unit Dist. 1, Gibson City, Ill., since 1949.
- McCarthy, Frances, M.A.'37, DePaul Univ.; Prin. of Otis Elem. Sch., Chicago, Ill., since 1938.
- McCleery, Wayne E., B.S.'30, M.S.'35, Univ. of Ill.; Supt. of Sch., Aurora, Ill., since 1950.
- McElroy, Gerald A., B.A.'27, Upper Iowa Univ.; M.A.'34, State Univ. of Iowa; Prin. of Twp. H.S., Palatine, Ill., since 1944.
- McGaughy, (Mrs.) Jean Barker, Ph.B.'18, Univ. of Chicago; Supt., Community Consol. Sch. Dist. 1, Barrington, Ill., since 1947.
- McIntosh, William Ray, B.S.'20, M.A.'23, Northwestern Univ.; M.S.'32, Univ. of Ill.; Supt. of Sch., Rockford, Ill., since 1950.
- McKenzie, William R., Member of Bd., Forest Park, Ill.

ILLINOIS

- McKibben, J. D., B.S.'28, Univ. of Chicago; M.S.'40, Univ. of Ill.; Supt., R.O.V.A. Sch. Dist. 208, Oneida, Ill.
- McKnelly, Oren H., B.S.'39, Southwest Mo. State Col.; M.S.'41, Univ. of Ill.; Supt. of Sch., Shelbyville, Ill., since 1952.
- McKnight, William W., Jr., B.S. in Commerce '38, Northwestern Univ.; McKnight and McKnight Educ. Publishers, Bloomington, Ill., since 1938.
- McLure, William Paul, M.A.'32, Univ. of Ala.; Ph.D.'46, Tchrs. Col., Columbia Univ.; Prof. of Educ. and Dir., Bur. of Educ. Research, Univ. of Ill., Urbana, Ill., since 1948.
- McMahon, (Mrs.) Edna T., S.B.'19, M.A.'40, Univ. of Chicago; Prin. of Bennett Sch., Chicago, Ill., since 1938.
- McSwain, E. T., B.A.'19, Newberry Col.; M.A.'28, Ed.D.'38, Tchrs. Col., Columbia Univ., Dean, Sch. of Educ., Northwestern Univ., Evanston, Ill., since 1948.
- MacBean, (Mrs.) Della W., B.S.'19, Northwestern Univ.; B. of L.S.'21, Carnegie Inst. of Tech.; M.E.'39, Chicago Tchrs. Col.; Dir., Div. of Lib., Pub. Sch., Chicago, Ill., since 1948.
- Mackensie, Harold, A.B.'09, Wheaton Col.; A.M.'22, Univ. of Chicago; Supt. of Sch., Sevens, Ill., since 1940.
- Magan, Isabel L., Ph.B.'26, M.A.'35, Univ. of Chicago; Ph.D.'47, Columbia Univ.; Prin. of South Shores H.S., Chicago, Ill., since 1949.
- Malan, William Russell, A.B.'22, Park Col.; M.A.'30, Univ. of Mich.; Supt. of Sch., Harrisburg, Ill., since 1935.
- Malone, James J., LL.B.'31, B.S. in Ed.'36, DePaul Univ.; M.Ed.'37, Loyola Univ.; Prin. of Drummum Sch., Chicago, Ill., since 1951.
- Martin, Cecil W., A.B.'25, Ill. Col.; M.S.'31, Univ. of Ill.; Ed.D.'42, Tchrs. Col., Columbia Univ.; Supt. of Elem. Sch., Cicero, Ill., since 1948.
- Marta, Lorene Lsingor, B.S.'31, Univ. of Ill.; M.S.'37, Ind. Univ.; Supt., Justice Park Sch., La Grange, Ill., since 1940.
- Masiko, Peter, Jr., B.A.'36, Lehigh Univ.; M.A.'37, Ph.D.'39, Univ. of Ill.; Dean, Wright Jr. Col., Chicago, Ill., since 1950.
- Mason, J. A., B.S.'37, Bradley Univ.; M.S.'41, Ed.M.'49, Univ. of Ill.; Supt. of Niles Twp. H.S., Skokie, Ill.
- Mattiasaa, Dominic Louis, B.S.'46, Univ. of Ill.; M.A.'50, Colo. State Col. of Educ.; Supt. of Pub. Sch., Oglesby, Ill., since 1950.
- Meek, Paul, B.Ed.'39, Southern Ill. Univ.; M.S.'45, Univ. of Ill.; Asst. Supt., Community Unit Sch. Dist. 5, Waterloo, Ill.
- Mees, John D., Ed.D.'50; Prin., Univ. Sch., Southern Ill. Univ., Carbondale, Ill.
- Mellon, E. H., B.S.'23, Ill. Col.; M.S.'32, Univ. of Ill.; Ed.D.'42, Colo. State Col. of Educ.; Supt. of Community Unit Sch. Dist. 4, Champaign, Ill., since 1943.
- Mercer, Lloyd V., B.A. in Ed.'20, Western Ill. State Tchrs. Col., Macomb; M.A.'38, Univ. of Ill.; Supt. of Sch., Community Unit 223, Orion, Ill., since 1948.
- Meyer, Carl S., B.D.'30, Concordia Theol. Sem.; M.A.'31, Univ. of Chicago; Prin. of Luther H. S. North, Chicago, Ill., since 1933.
- Michael, Lloyd S., Ph.B.'25, M.A.'26, Denison Univ.; Ed.D.'41, New York Univ.; Supt., Twp. H. S., Evanston, Ill., since 1948.
- Middleton, B. D., B.S.'44, M.S.'46, Southern Ill. Univ.; Supt. of Community Sch. Unit 4, Columbia, Ill., since 1951.
- Miller, C. E., B.S.'18, A.M.'42, Northwestern Univ.; Supt. of Sch., Westmont, Ill., since 1931.
- Miller, Earl G., M.A.'32, Univ. of Minn.; Supt. of Sch., La Salle, Ill., since 1939.
- Miller, James Roscoe, B.A.'25, LL.D.'49, Univ. of Utah; M.D.'30, M.S.'31, LL.D.'49, Northwestern Univ.; LL.D.'50, Williams Col.; Pres., Northwestern Univ., Evanston, Ill., since 1949.
- Miller, L. Wallace, B.S.'27, Goshen Col.; M.S.'28, Ph.D.'33, State Univ. of Iowa; Dir., Univ. Field Serv., Ill. State Normal Univ., Normal, Ill., since 1950.
- Miller, Ralph E., B.Ed.'40, M.S.'52, Ill. State Normal Univ.; Supt. of Sch. Dist. 177, Georgetown, Ill., since 1940.
- Miller, Van, A.B.'29, Hastings Col.; M.A.'35, Univ. of Nebr.; D.Ed.'42, Harvard Univ.; Prof. of Educ., Univ. of Ill., Urbana, Ill., since 1950.
- Mills, Clyde W., M.A.'42, Univ. of Ill.; Supt., Community Unit Sch. Dist. 10, Altamont, Ill., since 1946.
- Mills, Russel J., B.E.'36, Wis. State Tchrs. Col., Superior; M.A.'47, Northwestern Univ.; Supt. of Fairview Sch., Skokie, Ill., since 1951.
- Miner, Paul J., A.B.'26, Mich. State Normal Col., Ypsilanti; A.M.'27, Ph.D.'35, Univ. of Mich.; Supt. of Sch., Glencoe, Ill., since 1935.
- *Mitchell, William D., M.A.'38, Univ. of Mo.; Co. Supt. of Sch., Quincy, Ill., since 1935.
- Monson, Thomas Martin, B.A.'27, St. Olaf Col.; M.A.'35, Northwestern Univ.; Ed.D.'44, Colo. State Col. of Educ.; Supt. of Community Unit Sch. Dist. 316, Elvaston, Ill., since 1948.
- Montag, Karl A., B.S.'39, M.A.'42, Northwestern Univ.; Supt., Berkeley Sch. Dist. 87, Bellwood, Ill., since 1940.
- Moon, James, M.S.'46, Northwestern Univ.; Supt. of Sch., Western Springs, Ill., since 1949.
- Moore, Allen R., A.B.'18, Univ. of Ill.; M.A.'34, Univ. of Chicago; Supt. of J. Sterling Morton H. S. and Jr. Col., Cicero, Ill., since 1953.
- Moore, Hollis A., Jr., A.B.'46, Baylor Univ.; Ed.D.'53, Univ. of Texas; Assoc. Editor, *The Nation's Schools*, Chicago, Ill., since 1952.
- Moore, R. D., B.S.'32, M.S.'39, Univ. of Ill.; Supt., Melvin-Sibley Community Sch. Unit, Melvin, Ill., since 1949.
- Moore, Raymond, A.B.'20, Ped.D.'45, Lake Forest Col.; Ed.M.'30, Harvard Univ.; Supt. H.S., Lake Forest, Ill.
- Morgan, Frederic Evan, A.B.'19, Wash. Univ.; Ed.M.'33, Harvard Univ.; LL.D.'46, Lincoln Memorial Univ.; Pres., The Principia Col., Elmhurst, Ill., since 1938.
- Morgan, Lewis V., Co. Supt. of Sch., Wheaton, Ill.
- Morrila, J. Russell, B.Ed.'30, Western Ill. State Col., Macomb; M.S.'48, Univ. of Ill.; Supt., Brown Co. Community Unit Sch., Mt. Sterling, Ill., since 1947.

- Morris, Lee M., M.S.'41, Univ. of Ill.; Supt. of Sch., Harvey, Ill., since 1950.
- Muffley, E. J., B.S.'17, Eureka Col.; A.M.'45, Univ. of Ill.; Prin., Roosevelt Jr. H. S., Decatur, Ill., since 1943.
- Mullen, (Mrs.) Frances Andrews, Ph.B.'23, M.A.'27, Ph.D.'39, Univ. of Chicago; Asst. Supt. in Chg. of Spec. Educ., Chicago, Ill., since 1953.
- Mullen, Mary M., 4250 N. St. Louis Ave., Chicago, Ill.
- Muller, (Mrs.) Emma Fleer, Mus.B.'18, Marquette Univ.; S.B.'23, Univ. of Chicago; Dir. of Personnel and Registrar, Chicago Tchrs. Col., Chicago, Ill., since 1928.
- Mulroy, Esther F., Prin. of Elem. Sch., Chicago, Ill.
- *Muns, Arthur C., M.S.'35, Univ. of Ill.; Supt. of Sch., Sycamore, Ill., since 1952.
- Murphy, L. R., M.A.'41, Univ. of Chicago; Supt. of Sch., Mt. Prospect, Ill., since 1948.
- Murphy, Marie J., M.A.'45, Northwestern Univ.; Prin., Avoca Sch., Wilmette, Ill., since 1932.
- Murray, L. D., B.Ed.'35, Ill. State Normal Univ.; Normal; M.S.'41, Univ. of Ill.; Prin. of Community H.S. Dist. 310, Bartonville, Ill.
- Myers, Dallas, B.S.'31, Ill. Wesleyan Univ.; M.A.'39, Univ. of Kansas; Supt., Community Sch. Unit 7, Lexington, Ill., since 1946.
- Myers, Max W., B.S.'45, Ill. State Normal Univ.; M.S.'50, Univ. of Ill.; Supt., Beach Park Consol. Sch., Waukegan, Ill., since 1952.
- Naegle, Raymond J., B.E.'36, Wis. State Col.; Ph.M.'45, Univ. of Wla.; Prin. of Ravinia Sch., Highland Park, Ill., since 1946.
- Nelson, Clarence J., B.E.'36, Wis. State Tchrs. Col., Eau Claire; M.Ph.'42, Univ. of Wis.; Supt. of Sch., Niles, Ill., since 1950.
- Nelson, John B., A.B.'19, Wheaton Col.; M.A.'28, Univ. of Chicago; Supt. of Sch., Batavia, Ill., since 1938.
- Nettleship, O. R., B.E.'40, Ill. State Normal Univ.; Normal; M.S.'48, Univ. of Ill.; Supt., Sch. Dist. 95, Hillsboro, Ill., since 1949.
- Neubauer, Wilson O., A.B.'31, Carthage Col.; M.A.'39, Univ. of Ill.; Supt. of Community Sch. Unit 2, Adams Co., Liberty, Ill., since 1950.
- Nevosad, Franklyn W., B.S.'36, M.A.'38, Northwestern Univ.; Asst. Supt. of Sch., Chicago Heights, Ill., since 1948.
- Newenham, R. L., B.S.'26, Univ. of Ill.; M.A.'30, Univ. of Chicago; Supt. of Elem. Sch., Zion, Ill., since 1947.
- Newkirk, Louis V., B.A.'25, M.A.'27, Ph.D.'29, State Univ. of Iowa; Dir., Div. of Indus. Arts, Pub. Sch., Chicago, Ill., since 1935.
- Newman, Charles C., B.Ed.'43, Eastern Ill. State Col.; M.A.'46, Univ. of Ill.; Supt. of Sch., Paxton, Ill., since 1953.
- Nichols, Everette C., B.Ed.'31, Ill. State Normal Univ.; M.A.'37, Univ. of Ill.; Prin., Community H.S., Marengo, Ill., since 1949.
- Nickell, Vernon L., B.Ed.'29, Ill. State Normal Univ.; Normal; M.A.'32, Univ. of Ill.; Ed.D.'46, Ill. Wesleyan Univ.; State Supt. of Pub. Instr., Springfield, Ill., since 1943.
- Niehuss, W. G., B.Ed.'31, Ill. State Normal Univ.; Normal; M.A.'38, Univ. of Iowa; Supt. of Consol. Sch., Plainfield, Ill., since 1948.
- Nojek, Harry F., Member of Bd., Rhodes Sch. Dist., Cook Co., Melrose Park, Ill., since 1951.
- Oates, Forrest R., B.Ed.'32, Southern Ill. Normal Univ.; M.A.'41, Univ. of Detroit; Supt., Community Unit Sch. 348, Mt. Carmel, Ill.
- Oestreich, Arthur H., B.A.'33, Ripon Col.; M.A.'39, Ph.D.'49, Northwestern Univ.; Supt. of Sch., Kenilworth, Ill., since 1949.
- Olsen, George S., B.S.'27, Univ. of Minn.; M.A.'37, Northwestern Univ.; Supt.-Prin., Lyons Twp. H. S. and Jr. Col., La Grange, Ill., since 1942.
- Olsen, Hans C., A.B.'20, Nebr. State Tchrs. Col., Kearney; A.M.'22, Ph.D.'26, Columbia Univ.; Prof. of Educ., Eastern Ill. State Col., Charleston, Ill., since 1938.
- Olson, George A., Ph.B.Ed.'30, Univ. of Chicago; M.S. in Ed.'36, Northwestern Univ.; Prin. of Amundsen H. S., Chicago, Ill., since 1948.
- O'Malley, (Very Rev.) Comerford J., S.T.D.'29, Collegio Angelico, Rome, Italy; Pres., DePaul Univ., Chicago, Ill., since 1944.
- Osborn, L. G., B.S.'12, Shurtleff Col.; A.B.'14, M.A.'18, Univ. of Ill.; Ph.D.'38, Wash. Univ.; Supt. of Sch., East St. Louis, Ill., since 1953.
- Osborn, Ralph A., M.S.'42, Butler Univ.; Supt., Community Unit Sch. Dist. 306, Arcola, Ill., since 1952.
- O'Shea, Dennis, Vicepres., Rand McNally and Co., Chicago, Ill.
- O'Sullivan, Daniel L., A.B.'13, A.M.'28, DePaul Univ.; Supt. of Sch., Lemont, Ill., since 1931.
- Page, William J., Diploma '07, Chicago Tchrs. Col.; Ph.B. in Ed.'21, Univ. of Chicago; M.A. in Soc. Sci., Loyola Univ.; Supt. of Midlothian Sch. Dist. 143, Midlothian, Ill., since 1953.
- Palmer, Lester H., A.B.'27, M.A.'42, Univ. of Ill.; Dir. of Educ. Materials, Pub. Sch., Blue Island, Ill., since 1952.
- Parmenter, L. E., A.B.'14, Syracuse Univ.; Exec. Mgt., Natl. Sch. Service Inst., Chicago, Ill., since 1940.
- Patterson, Warren W., B.E.'31, Northern Ill. State Tchrs. Col., De Kalb; M.A.'47, Northwestern Univ.; Supt. of Sch., River Grove, Ill., since 1948.
- Patton, James E., B.Ed.'30, Ill. State Normal Univ.; M.S.'36, Univ. of Ill.; Supt. of Elem. Sch., Steger, Ill., since 1936.
- Pearce, H. W., M.S.'44, Univ. of Ill.; Supt., Zion-Benton Twp. H. S., Zion, Ill., since 1942.
- Pearson, Irving F., B.S. in Ed.'22, Univ. of Ill.; M.S. in Ed.'30, Northwestern Univ.; Exec. Secy., Ill. Educ. Assn., Springfield, Ill., since 1938.
- Pease, James E., A.B.'29, LL.D.'53, Central Mich. Col. of Educ.; M.A.'37, Univ. of Mich.; Supt. of Sch. Dist. 102, since 1940, Mich.; Ill. Educ. Assn., La Grange, Ill., since 1952.

ILLINOIS

- Peck, Jesse R., B.E.'38, Western Ill. State Tchrs. Col., Macomb, Co Supt. of Sch., Galesburg, Ill., since 1939.
- Perkins, Lawrence B., B Arch.'30, Cornell Univ.; Partner, Perkins and Will, Chicago, Ill., since 1935.
- Perne, Anton W., A.B.'31, Knox Col.; A.M.'39, Univ. of Ill. Supt. of Community Consol. Sch. Dist. 4, Livingston, Ill., since 1953.
- Perz, Robert E., B Ed.'40, Chicago Tchra. Col., A.M.'46, Univ. of Chicago; Prin. of H.S., Springfield, Ill., since 1951.
- Peterson, F. M., B.S.'24, M.S.'27, Univ. of Ill., Prin., Community H. S., Pekin, Ill., since 1938.
- Peterson, Graydon L., B.E.'43, Northern Ill. State Tchrs. Col.; M.A.'50, Univ. of Ill.; Prin. of Community Consol. Grade Sch., Walnut, Ill., since 1941.
- Petty, W. C., B.E.'31, Ill. State Normal Univ.; M.A.'38, Univ. of Chicago, Lake Co Supt. of Sch., Waukegan, Ill., since 1931.
- Phaterer, Thomas R., B.S.'21, Beloit Col.; Co. Supt. of Sch., Freeport, Ill., since 1935.
- Pierce, Paul R., Ph.B.'14, A.M.'27, Ph.D.'34, Univ. of Chicago, Asst. Supt. in Charge of Instr. and Guid., Chicago, Ill., since 1949.
- Pinkstaff, Hugh E., M.S. in Ed.'40, Ind. Univ.; Supt. of Bond Co. Community Unit 2, Greenville, Ill., since 1947.
- Pittman, Kenneth C., M.A.'38, Univ. of Ill.; Supt. of Sch. Dist. 61, Havana, Ill., since 1930.
- Platt, Frank K., B.E.'36, Northern Ill. State Tchra. Col.; M.A.'41, Northwestern Univ.; Supt. of Elem. Sch., Peru, Ill., since 1943.
- Plimpton, Blair, S.B.'30, A.M.'38, Univ. of Chicago; Supt. of Community Consol. Sch. Dist. 64, Park Ridge, Ill., since 1947.
- Poppenheimer, Charles W., B.A.'38, Iowa State Tchra. Col.; M.A.'41, Northwestern Univ.; Supt. of Holmes Sch., Warrenville, Ill., since 1952.
- Preston, K. L., Ph.B.'31, Univ. of Chicago; M.S.'35, Northwestern Univ.; Supt. of Sch. Dist. 100, Berwyn, Ill., since 1943.
- Price, Alfred J., Ph.B.'49, Ill. Wesleyan Univ.; M.S.E.'32, Ill. State Normal Univ.; Supt. of Community Unit Sch. Dist. 250, Ontarioville, Ill., since 1952.
- Prichard, Clarence E., A.B.'12, Butler Univ.; M.A.'13, Ind. Univ.; M.A.'27, Univ. of Chicago; Supt. Twp. H.S., Waukegan, Ill., since 1950.
- Prueter, Milton W., Member, Bd. of Educ., Forest Park, Ill.
- Puffer, Noble J., B.S.'23, LL.D.'30, Ill. Wesleyan Univ.; M.A.'32, Northwestern Univ.; Cook Co. Supt. of Sch., Chicago, Ill., since 1951.
- Pygman, Clarence Huston, A.B.'28, James Millikin Univ.; M.A.'34, Univ. of Chicago; Supt. of Sch., Cook Co. Dist. 89, Maywood, Ill., since 1940.
- Quinlan, Frederick F., B.S.'35, M.A.'39, Columbia Univ.; Supt. of Sch., Lake Forest, Ill., since 1944.
- Rader, Ralph K., M.A.'41, Northwestern Univ.; Prin., Roxans Grade Sch., Roxana, Ill., since 1949.
- Randolph, Victor, B.Ed.'35, Southern Ill. Univ.; M.A.'37, Columbia Univ.; Ph.D.'42, George Peabody Col. for Tchrs.; Assoc. Prof. of Educ., Southern Ill. Univ., Carbondale, Ill.
- Reaugh, William L., B. of Ed.'35, Ill. State Normal Univ., Normal; M.A.'48, Univ. of Ill.; Supt., Cook Co. Sch. Dist. 148, Dolton, Ill., since 1941.
- Reavia, George Harve, B.S.'11, Univ. of Mo.; M.A.'16, Ph.D.'20, Columbia Univ.; Educ. Counselor, Field Enterprises, Inc., Chicago, Ill., since 1948.
- Reavia, William C., Ph.B.'08, A.M.'11, Ph.D.'23, Univ. of Chicago; Prof. Emeritus of Educ. and Chmn., Com. on Appointments and Field Serv., Univ. of Chicago, Chicago, Ill.
- Reed, Frederick, B.S.'22, Ohio State Univ.; M.S.'23, Purdue Univ.; Prin., S. S. Greeley Sch., Winnetka, Ill., since 1934.
- Reed, J. McLean, B.A.'23, B.S.'25, D Ph Ed.'42, Ohio Northern Univ.; M.A.'31, Ohio State Univ.; Supt. of Sch., Danville, Ill.
- Reed, Mortimer P., Jr., B.Arch.'42, Mass Inst. of Tech.; Dir. of Pub. Relations, Burnett & Logan, Chicago, Ill., since 1952.
- Reid, George L., Jr., B.S. in Ed.'48, Southeast Mo. State Col.; Prin., Stallings Sch., Granite City, Ill., since 1951.
- Reinhardt, Emma, Ph.D., Univ. of Ill.; Prof. of Educ. and Head, Dept. of Educ., Eastern Ill. State Tchra. Col., Charleston, Ill.
- Renwick, Harold A., A.B.'30, Univ. of Ill.; M.A.'34, State Univ. of Iowa; Supt. of Bushnell-Prairie City Sch., Bushnell, Ill., since 1946.
- Reusser, John L., Ph.D.'32, State Univ. of Iowa; Prin., Ill. Soldiers' and Sailors' Children's Sch., Normal, Ill., since 1944.
- Rice, Arthur H., Ph.D.'47, Univ. of Mich.; Editor, *The Nation's Schools*, Chicago, Ill., since 1951.
- Rice, Wilfrid E., B.S.'31, Bradley Univ.; M.S.'39, Univ. of Ill.; Supt., Morgan Co. Sch., Jacksonville, Ill., since 1953.
- Richards, Harold L., B.S. in Ec.'20, B.Mil. Sci.'24, D.Sc.'49, Pa. Military Col.; Ph.B.'31, A.M.'33, Univ. of Chicago; Supt., Community H.S. Dist. 218, Blue Island, Ill., since 1935.
- Ricketts, Robert E., B.S.'26, Parsons Col.; M.A.'38, Univ. of Chicago; Supt. of Elem. Sch., Evergreen Park, Ill., since 1945.
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- Roehfort, Marcella T., Diploma '29, Chicago Tchrs. Col. (Ill.); Ph.B.'32, M.Ed.'35, Loyols Univ.; Prin. of Edgebrook and Wildwood Sch., Chicago, Ill.
- Rogers, Don C., B.A.'16, M.A.'21, Ph.D.'23, State Univ. of Iowa; Asst. Supt. of Sch., Chicago, Ill., since 1944.
- Ross, Paul, A.B.'24, Oakland City Col.; M.S. in Ed.'39, Ind. Univ.; Supt., Community Unit Sch. Dist. 3, Macon, Ill., since 1948.

- Roth, Gus F., M.A.'37, Univ. of Ill.; 521 W. Pearl St., Jerseyville, Ill.
- Rouse, Lawrence H., M.A.'46, Northwestern Univ.; Prin., Community H. S., Grayslake, Ill., since 1947.
- Rowe, Helen, A.B.'23, Oberlin Col.; M.A.'38, Univ. of Chicago; Prin., Jackson Elem. Sch., Chicago, Ill., since 1948.
- Rowe, John R., A.B.'19, Beloit Col.; M.A.'22, Univ. of Chicago; Educ. Dir., Encyclopedia Britannica, Western Springs, Ill., since 1940.
- Sampson, Gladys E., Ph.B., Univ. of Chicago; M.A., DePaul Univ.; Prin. of Young Elem. Sch., Chicago, Ill., since 1946.
- Sansone, Amerigo R., B.S. in M.E.'28, Ill. Inst. of Tech.; M.A.'37, Northwestern Univ.; Prin., Carver High and Elem. Sch., Chicago, Ill., since 1944.
- Savage, George F., B.S. in Ed.'32, Univ. of Ill.; M.A.'41, Northwestern Univ.; Supt. of Sch. Dist. 69, Skokie, Ill., since 1950.
- Schauer, (Mrs.) Lois E., B.S.'32, Lewis Inst.; M.A.'33, DePaul Univ.; Prin. of Gillespie Elem. Sch., Chicago, Ill., since 1944.
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- *Schmielpp, Albert E., A.B.'24, Central Wesleyan Col.; M.A.'30, Univ. of Mo.; Prin. of Jr. and Sr. H.S., Cerro Gordo, Ill.
- Schriner, Don D., B.Ed.'31, Eastern Ill. State Tchrs. Col.; M.S.'46, Univ. of Ill.; H.S. Prin., New Athens, Ill., since 1950.
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- Selleck, Eugene R., Ph.B. in Ed.'29, Univ. of Wis.; M.S. in Ed.'32, Northwestern Univ.; Supt., Sch. Dist. 98, Berwyn, Ill., since 1949.
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- Shannon, MacRae, B.S.'33, M.A.'37, Univ. of Ill.; Prin., Twp. H.S., Ottawa, Ill., since 1948.
- Shaw, (Mrs.) Julia Baum, B.A.'42, Benedict Col.; Admin. Asst. to Secy. of Christian Educ., A. M. E. Zion Church, Chicago, Ill., since 1952.
- Sheehan, William E., B.S.'42, M.A.'44, Northwestern Univ.; Supt. of Sch., Deerfield, Ill., since 1945.
- Shepherd, Warren P., M.S.'32, Univ. of Ill.; Supt. of Elem. Sch., Ottawa, Ill., since 1943.
- Short, J. Frank, Ph.B.'23, Shurtleff Col.; M.A.'29, Univ. of Ill.; Asst. State Supt. of Pub. Instr., State Dept. of Pub. Instr., Springfield, Ill., since 1949.
- Shute, Don D., M.S.'38, Univ. of Ill.; Asst. Supt. of Sch., East Peoria, Ill., since 1951.
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- Simpson, Richard H., Pres., Chas. A. Bennett Co., Inc., Peoria, Ill., since 1952.
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- Sommara, Hobart H., Ph.B.'18, Univ. of Chicago; M.Ed.'31, Loyola Univ. (Ill.); Ed.D.'47, Iowa Wesleyan Col.; Asst. Supt. of Sch. in charge of Voc. Educ., Chicago, Ill., since 1948.
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- Spurgin, William H., B.S.'10, Illinois Wesleyan Univ.; M.A.'30, Univ. of Chicago; Dir. of Educ. Expenditure, Bd. of Educ., Chicago, Ill., since 1948.
- Stack, Eileen C., Ph.D.'30, Northwestern Univ.; Prin., Foreman H.S., Chicago, Ill.
- Starke, Louis E., A.B.'26, Culver-Stockton Col.; A.M.'37, Univ. of Mo.; Supt. of Sch., Normal, Ill., since 1946.
- Stateler, C. B., Sales Mgr., A. J. Nystrom & Co., Chicago, Ill.
- Stead, Olin W., B.S.'27, Univ. of Ill.; M.S.'37, Univ. of Wyo.; Supt. of Sch., Carrollton, Ill., since 1940.
- Stedman, Edward Robert, B.A.'41, Macalester Col.; M.A.'46, Univ. of Chicago; Dir. of Pupil Personnel, River Forest, Ill., since 1948.
- Steel, Wade A., B.Ed.'30, Western Ill. State Col.; M.S.'35, Univ. of Ill.; M.Ed.'52, Univ. of Denver; Supt., Leyden Community H. S., Franklin Park, Ill., since 1952.
- Steele, Maurice E., Pg.B. and A.D.'15, Valparaiso Univ.; Ph.B.'27, Univ. of Chicago; M.A.'33, Columbia Univ.; Supt. of Sch., Mendota, Ill., since 1927.
- Steinmetz, Kathryn E., S.B.'23, A.M.'30, Univ. of Chicago; Supt. of Elem. Sch., Dist. 1, Chicago, Ill., since 1948.
- *Stoddard, Georgia Dinsmore, A.D.'21, Pa. State Col.; Diploma '23, Univ. of Paris; Ph.D.'25, State Univ. of Iowa; Litt.D.'42, Colgate Univ.; LL.D.'42, St. Lawrence Univ.; LL.D.'42, Syracuse Univ.; LL.D.'42, Hobart Col.; LL.D.'43, New York Univ.; LL.D.'43, Skidmore Col.; LL.D.'43, Alfred Univ.; LL.D.'44, Union Col.; LL.D.'46, Yeshiva Col.; LL.D.'48, Univ. of Fla.; Loka Forest Col., and Wash. Univ., Pres., Univ. of Ill., Urbana, Ill., 1946-53.
- Stork, Nelson N., B.S. in Ed.'28, Oakland City Col.; M.S. in Ed.'34, Ind. Univ.; Supt. of Elem. Sch., Dist. 72, Woodstock, Ill., since 1947.
- Sturm, Mary Mark, Ph.B.'33, Univ. of Chicago; M.A.'39, Northwestern Univ.; Dir., Div. of Home Ec., Pub. Sch., Chicago, Ill., since 1945.
- Sugden, W. E., M.A.'37, Colo. State Col. of Educ.; Supt. of Sch., River Forest, Ill., since 1950.
- Sullivan, Samuel B., M.A.'33, State Univ. of Iowa; Supt. of Sch., DeKalb, Ill., since 1943.
- Sweat, Clifford H., A.B.'29, Knox Col.; M.A.'34, Univ. of Chicago; Asst. Supt. of Sch., Park Ridge, Ill., since 1944.
- Sylla, Ben A., Ph.B.'28, M.A.'33, Univ. of Chicago; Supt. of Sch., Chicago Heights, Ill., since 1933.
- Tabor, Forrest L., B.Ed.'39, Western Ill. State Col.; M.A.'41, Univ. of Ill.; Prin. of Twp. H.S., Rock Falls, Ill., since 1950.
- Taggart, Charles C., B.S.'14, Ohio Wesleyan Univ.; M.A.'35, Univ. of Chicago; Asst. Supt., Proviso Twp. H.S., Maywood, Ill., since 1937.
- Taylor, Lilian, Ph.B.'29, M.A.'37, Univ. of Chicago; Prin., Pub. Sch., Chicago, Ill., since 1948.
- Tazewell, R. L., M.A.'40, Northwestern Univ.; McHenry Co. Supt. of Sch., Woodstock, Ill., since 1949.
- Therman, Viola, Ph.D.'42, Northwestern Univ.; Assoc. Prof., Sch. of Educ., Northwestern Univ., Evanston, Ill., since 1944.
- Thokey, Carl, B.A.'25, De Pauw Univ.; M.A.'36, Univ. of Wis.; Supt. of Reavis Community H.S., Oak Lawn, Ill., since 1950.
- Thomas, Franklin C., B.A.'25, Mt. Morris Col.; M.A.'31, Univ. of Ill.; Supt. of Sch., Harrington, Ill., since 1944.
- Thompson, G. E., A.B.'13, Defiance Col.; A.M.'34, Univ. of Chicago; Supt. of Sch., St. Charles, Ill., since 1919.
- Thompson, Orrin C., B.E.'33, Northern Ill. State Tchrs. Col., DeKalb; M.S.'36, Northwestern Univ.; Supt. of Sch., Elgin, Ill., since 1946.
- Tibbets, Keim Kendall, A.B.'10, Oberlin Col.; A.M.'31, Univ. of Chicago; Bus. Mgr., Pub. Sch., Wheaton, Ill., since 1926.
- Tierney, Catherine M., Ph.B.'25, DePaul Univ.; M.E.'37, Loyola Univ.; Prin., Nightingale Sch., Chicago, Ill., since 1937.
- Tizard, Paul E., M.Ed.'42, Univ. of Wyo.; Supt., Community Consol. Sch., Dist. 19, Hebron, Ill., since 1943.
- Traugher, T. Loyd, M.S.'40, Univ. of Ill.; Supt. of Sch., Dist. 8 and 300, Oswego, Ill., since 1948.
- Travelstead, Clyde O., D.S. in Elem. Educ. '44, M.A.'30, Southern Ill. Univ.; Supt. of Elem. Sch., Mundelein, Ill., since 1931.
- Trimpe, Wilbur R. L., B.Ed.'42, Western Ill. State Tchrs. Col., Macomb; M.A.'43, Univ. of Ill.; Genl. Supt. of Sch., Community Unit Dist. 8, Dethlefs, Ill., since 1930.
- Troxel, Russell D., A.B.'23, Ill. Wesleyan Univ.; M.A.'34, Univ. of Ill.; Supt. of Sch., Farmington, Ill., since 1937.
- Tureman, Cuba M., Calhoun Co. Supt. of Sch., Hardin, Ill.
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- Tuttle, Edward N., B.S.A.'11, A.B.'13, Cornell Univ.; Exec. Secy., Natl. Sch. Bds. Assn., Chicago, Ill., since 1949.
- *Tyler, Ralph W., A.B.'21, Doane Col.; A.M.'23, Univ. of Nebr.; Ph.D.'27, Univ. of Chicago; Prof. of Educ., since 1933. Univ. Examiner, since 1942, and Dean of Social Sciences, Univ. of Chicago, Chicago, Ill., since 1948.
- Underbrick, Henry E., M.A.'30, Univ. of Chicago; Guid. Dir., Libertyville-Fremont H.S., Libertyville, Ill., since 1953.
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- Van Hettinga, H., M.A.'32, State Univ. of Iowa; Mgr., Elem. Textbk. Dept., Gion and Co., Chicago, Ill., since 1949.
- Vick, Claude E., B.S.'25, M.S.'29, Univ. of Ill.; Ed.D.'35, Washington Univ.; Dir. of Professional and Pub. Relations, Ill. Educ. Assn., Springfield, Ill., since 1943.
- Von Brock, Carl Edward, B.S.M.'31, DePauw Univ.; M.S. in Ed.'52, Southern Ill. Univ.; Supt. of Sch., Caseyville, Ill., since 1951.
- Voshall, J. Harold, B.Ed.'29, Western Ill. State Tchrs. Col., Macomb; M.S.'35, Univ. of Ill.; Supt. of Community Unit Sch., Dist. 10, Pittsfield, Ill., since 1948.

- Wagner, Paul Alexander, A.B.'38, Univ. of Chicago; A.M.'40, Yale Univ.; LL.D.'49, John B. Stetson Univ.; Exec. Dir., Film Council of America, Evanston, Ill., since 1952.
- Wallschlaeger, Theo W., Prin., John Palmer Sch., Chicago, Ill., since 1948.
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- Watson, Norman E., Ph.D.'42, Northwestern Univ.; Supt., Northfield Twp. H.S., Northbrook, Ill., since 1947.
- Weaver, Paul H., A.B.'21, Heidelberg Univ.; M.A.'27, Ohio State Univ.; Supt. of Sch., Dist. 143, Middlethian, Ill., 1950-53.
- Welch, W. M., B.S.'17, Univ. of Mich.; Sc.D.'22, Univ. de Blattereau, France; Pres., W. M. Welch Manufacturing Co., Chicago, Ill., since 1937.
- Wells, George Newton, Diploma '21, Southern Ill. State Tchrs. Col., Carbondale; Ph.B.'28, M.A.'33, Univ. of Chicago; Supt. of Sch., Bloomington, Ill., since 1944.
- Wesner, Herbert L., B.A.'26, Ripon Col.; M.S.'35, Marquette Univ.; Prin., Elsie Vernon H. S., Lake Zurich, Ill., since 1946.
- West, Byron, M.A.'40, Univ. of Mo.; Prin., Community H.S., Dist. 312, Carthage, Ill., since 1949.
- Westlake, Glenn, B.E.'36, Northern Ill. State Tchrs. Col., DeKalb; M.A.'46, Northwestern Univ.; Supt. of Sch., Lombard, Ill., since 1944.
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- White, Arthur L., B.Ed.'28, Western Ill. State Tchrs. Col., Macomb; M.A.'39, State Univ. of Iowa; Henry Co. Supt. of Sch., Cambridge, Ill., since 1947.
- Wilcox, Clifford G., Diploma '31, Ill. State Normal Univ.; B.Ed.'36, Western Ill. State Col.; M.A.'40, Univ. of Ill.; Supt. of Twp. H. S., Savanna, Ill., since 1944.
- Wilkins, George T., B.E.'37, Southern Ill. Univ.; Madison Co. Supt. of Sch., Edwardsville, Ill., since 1947.
- Wiley, Gilbert S., B.S.'20, Univ. of Ill.; Ph.D.'26, Univ. of Wis.; Supt. of Sch., Winnetka, Ill.
- Williams, Omer Stewart, Ph.D.'39, Northwestern Univ.; Dean, Woodrow Wilson Branch, Chicago City Col., Chicago, Ill., since 1948.
- Williams, Ralph R., B.S.'17, M.A.'28, Univ. of Chicago; Prin., Yale Sch., Chicago, Ill., since 1935.
- Willis, Benjamin C., A.B.'22, George Washington Univ.; M.A.'26, Univ. of Md.; Ed.D.'50, Tchrs. Col., Columbia Univ.; Genl. Supt. of Sch., Chicago, Ill., since 1953.
- Wilson, Charles H., A.B.'34, Ohio Northwestern Univ.; M.A.'38, Northwestern Univ.; Ph.D.'49, Ohio State Univ.; Dist. Supt. of Sch., Highland Park, Ill.
- Wilson, D. Clarence, B.Arch.'25, Univ. of Manitoba, Canada; Architect, 1108½ Main St., Mount Vernon, Ill., since 1938.
- Wilsoo, Kenneth D., B.S.'24, Univ. of Ill.; M.A.'37, State Univ. of Iowa; Prin., Elem. Sch. Dist. 140, Marengo, Ill., since 1945.
- Wilsoo, O. A., Jr., A.B.'33, Central Col. (Mo.); A.M.'39, Univ. of Mo.; Co. Supt. of Sch., Jerseyville, Ill., since 1951.
- Wilson, Russell E., A.B.'39, M.A.'46, Univ. of Mich.; Sch. Equip. Div., Brunswick-Balke-Collender Co., Chicago, Ill., since 1953.
- Wilsoo, William G., B.S.'25, Armour Inst. of Tech.; M.A.'32, Univ. of Chicago; Dist. Supt. of Sch., Chicago, Ill., since 1951.
- Winegarner, J. Lewis, Ed.B.'34, Ill. State Normal Univ.; M.A.'40, Univ. of Ill.; Supt. of Markham Pub. Sch., Dist. 144, Harvey, Ill., since 1947.
- Wingo, Charles E., B.A.'24, Furman Univ.; M.A.'37, Cornell Univ.; Supt. of Sch., Argo, Ill., since 1942.
- Winkler, Clyde V., Ed.B.'29, Southern Ill. Univ.; M.A.'34, Univ. of Mich.; Supt. of Sch., Carbondale, Ill., since 1948.
- Witt, Earl R., 245 Elgin, Forest Park, Ill.
- Woellner, Robert Carlton, B.S.'15, Bradley Univ.; B.S.'22, Univ. of Cincinnati; M.A. '24, Univ. of Chicago; Dir., Voc. Guid. and Placement, Assoc. Prof. of Educ., Asst. Dean of Students, Univ. of Chicago, Chicago, Ill.
- Woesthoff, Orville W., B.S.'41, Minn. State Tchrs. Col., St. Cloud; M.A.'49, Univ. of Minn.; Ed.D.'53, Tchrs. Col., Columbia Univ.; Prin. of Oliver Wendell Holmes Sch., Oak Park, Ill., since 1953.
- Wolters, A. E., B.S.'23, Iowa State Col.; M.S. in Ed.'34, Northwestern Univ.; Prin. of H. S., Highland Park, Ill., since 1944.
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- Worst, Glenn C., Ph.B.'32, M.Ed.'34, Loyola Univ.; Prin., Calumet H.S., Chicago, Ill., since 1939.
- Wozniak, John M., Ph.D.'51, Johns Hopkins Univ.; Acting Chmn., Dept. of Educ., Loyola Univ., Chicago, Ill., since 1951.
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- Young, Paul Arlington, B.S.'27, Iowa State Tchrs. Col., Cedar Falls; A.M.'43, Doctorate '47, Northwestern Univ.; Supt., York Community H.S., Elmhurst, Ill., since 1950.
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INDIANA

INDIVIDUAL MEMBERS

- Alexander, Gerald, A.B.'25, Wabash Col.; A.M.'30, Ind. Univ.; Supt. of Sch., Greensburg, Ind.
Allen, Frank E., A.B.'16, A.M.'23, Ind. Univ.; Supt. of Sch., South Bend, Ind., since 1931.
Allman, H. B., B.S.'10, Tri-Stats Col.; M.A.'31, Ind. Univ.; Prof. of Sch. Admin. and Dir., Summer Sessions, Ind. Univ., Bloomington, Ind., since 1946.
Ashall, Ernest, B.S., A.B., M.A.'36, Butler Univ.; Supt. of Martin Co. Sch., Shoals, Ind., since 1933.
Bales, J. Earl, A.B.'30, DePauw Univ.; M.S.'37, Ind. Univ.; Supt. of Sch., Linton, Ind., since 1933.
Banka, Ralph H., A.B.'27, Ind. State Tchrs. Col.; M.S.'33, Ind. Univ.; Supt. of Sch., Vincennes, Ind., since 1943.
Bechdolt, Burley V., A.B.'30, DePauw Univ.; M.S. in Ed.'35, Ind. Univ.; Dir. of Research, Ind. State Tchrs. Assn., since 1940, and Study Dir., Ind. Sch. Study Commn., Indianapolis, Ind., since 1949.
Becker, Ralph, A.B.'28, Hastings Col.; M.A.'35, Tchrs. Col., Columbia Univ.; Supt. of Sch., Evansville, Ind., since 1947.
Beckea, Isaac K., B.S. in Ed.'35, Ind. State Tchrs. Col.; B.D.'38, McCormick Theol. Sem.; Ph.D.'45, Yale Univ.; Pres., Vincennes Univ., Vincennes, Ind., since 1950.
Bennett, Paul E., B.S.'33, Manchester Col.; M.S.'39, Ind. Univ.; Supt. Wayne Twp. Sch., Fort Wayne, Ind., since 1951.
Berger, Lowe, B.A.'19, Columbia Univ.; M.A.'21, Univ. of Mich., Vicepres., Bobbs-Merrill Co., Indianapolis, Ind., since 1928.
Bergwall, Evan H., A.B.'39, Taylor Univ.; B.D.'43, Yale Divinity Sch.; Pres., Taylor Univ., Upland, Ind., since 1951.
Binford, H. E., A.B.'17, Ind. State Tchrs. Col., Terre Haute; A.M.'23, Tchrs. Col., Columbia Univ.; Supt. of Sch., Bloomington, Ind., since 1935.
Blackburn, Elisha Phillips, A.B.'24, Oakland City Col.; M.S.'35, Ind. Univ.; Supt. of Sch., Hartford City, Ind., since 1946.
Blasingham, Sue, Member, Bd. of Educ., Loganport, Ind., since 1947.
Boehm, Myron P., B.Ed.'42, Central YMCA Col., Chicago, Ill.; M.Ed.'49, Ind. Univ.; Supt. of Sch., Sunman, Ind., since 1953.
Boomershine, Howard, M.S.'42, Purdue Univ.; Supt. of Sch., Angola, Ind., since 1947.
Boston, Paul F., A.B.'17, Ind. State Tchrs. Col., Terre Haute; A.M.'25, Columbia Univ.; Supt. of Sch., La Porte, Ind., since 1943.
Boyd, E. C., B.S.'30, Ind. State Tchrs. Col.; M.A.'34, Tchrs. Col., Columbia Univ.; Supt. of Sch., Clinton, Ind., since 1934.
Braun, Dale Henry, B.S.'35, M.S.'38, Ind. Univ.; Supt. of City Sch., Winchester, Ind., since 1950.
Brock, Dale E., B.S.'39, M.S.'41, Ind. Univ.; Supt. of Sch., Connersville, Ind., since 1952.
Brumhaugh, L. S., M.A. in Ed.'25, Columbia Univ.; Supt. of Sch., Kendallville, Ind., since 1944.
Bulleit, Robert B., A.B.'33, DePauw Univ.; M.S.'40, Ind. Univ.; Supt. of Sch., Salem, Ind., since 1949.
Burt, Carl W., A.B.'27, Manchester Col.; A.M.'30, Univ. of Chicago; Supt. of Sch., Warsaw, Ind., since 1943.
Bush, George H., B.S. in E.E.'22, Kansas State Col. of Agr. and Applied Science; M.S. in Ed.'37, Ind. Univ.; Assoc. Prof. in Trade and Indus. Educ., Purdue Univ., Lafayette, Ind., since 1938.
Caldwell, Les L., A.B., Simpson Col.; B.A., Iowa State Tchrs. Col., Cedar Falls; Supt. of Sch., Hammond, Ind., since 1922.
Campbell, James A., A.B.'26, DePauw Univ.; M.S.'42, Ind. Univ.; Supt. of Sch., Seymour, Ind., since 1951.
Campbell, Ross T., A.B.'16, Sterling Col.; M.S.'43, Butler Univ.; State Textbook Commn., Indianapolis, Ind., since 1945.
Carpenter, Leewell Hunter, A.B.'24, Miami Univ.; A.M.'28, Univ. of Chicago; Supt. of Sch., Wabash, Ind., since 1946.
Cassar, E. S., A.B.'33, M.A. in Ed.'38, Ball State Tchrs. Col. (Ind.); Supt. of Sch., Rochester, Ind., 1949-53.
Chadd, Archie R., B.A.'28, M.A.'42, Butler Univ.; Supt. of Sch., Anderson, Ind., 1942-53.
Chambers, J. W., M.S.'45, Ind. State Tchrs. Col.; Supt. of Sch., French Lick, Ind., since 1949.
Christian, Thomas L., A.B.'17, A.M.'22, Wabash Col.; Supt. of Sch., Lebanon, Ind., since 1943.
Church, Harold H., A.B.'18, Albright Col.; A.M.'29, Tchrs. Col., Columbia Univ.; Ph.D.'43, Ohio State Univ.; Dir., Div. of Research and Field Serv., Sch. of Educ., Ind. Univ., Bloomington, Ind., since 1949.
Cobb, Jacob E., A.B.'29, Univ. of N. C.; M.A.'38, Duke Univ., Ph.D.'47, George Peabody Col. for Tchrs.; Prof. of Educ., Ind. State Tchrs. Col., Terre Haute, Ind., since 1946.
Coleman, Lorel, A.B.'26, Oakland City Col.; M.A.'42, Columbia Univ.; Supt. of Sch., Petersburg, Ind., since 1952.
Collins, Vance B., M.S.'36, Ind. Univ.; Supt. of Sch., North Vernon, Ind., since 1945.
Cory, Frank Mirl, A.B.'17, Ind. Univ.; A.M.'23, Tchrs. Col., Columbia Univ.; Supt. of Sch., Hagerstown, Ind., since 1926.

- Craw, J. R., A.B.'27, M.A.'36, Butler Univ.; Supt. of Sch., New Castle, Ind., since 1944.
- Cunningham, Clyde, B.S.'24, Ind. State Tchrs. Col., Terre Haute; M.A.'32, Tchrs. Col., Columbia Univ.; Supt. of Sch., Peru, Ind., since 1947.
- Curtis, Glenn M., M.S.'40, B.S.'30, Ind. State Tchrs. Col., Terre Haute; Supt. of Sch., Martinsville, Ind., since 1948.
- Davidson, Harry R., A.B.'28, Ind. Central Col.; M.S.'37, Ind. Univ.; Supt. of Sch., New Albany, Ind., since 1944.
- Davis, Melvin G., B.A.'14, Ind. Univ.; M.A.'20, Univ. of Wis.; Ph.D.'35, State Univ. of Iowa; Prof. of Educ., Huntington Col., Huntington, Ind., since 1953.
- Deckard, Paul A., B.S.'40, M.S.'46, Ind. Univ.; Prin. of Columbia-McKinley Sch., Logansport, Ind., since 1950.
- Dodds, B. L., B.A.'26, Univ. of Nebr.; M.A.'36, Univ. of Wyo.; Ed.D.'40, Tchrs. Col., Columbia Univ.; Dir., Div. of Educ. and Applied Psych., Purdue Univ., Lafayette, Ind., since 1948.
- Driver, H. E., A.B.'09, Ind. Univ.; Supt. of Sch., Aurora, Ind., 1931-53 (retired).
- Eash, C. E., B.A.'10, M.A.'27, Ind. Univ.; Prin., Warren Central H. S., Indianapolis, Ind., since 1924.
- Ebbertt, G. E., A.B.'36, Ind. Central Col.; M.S.'42, Butler Univ.; Supt. of City Sch., Anderson, Ind., since 1952.
- Eberle, August W., B.S.'36, M.S.'40, Kansas State Tchrs. Col., Emporia; Ph.D.'53, Univ. of Wis.; Asst. Prof. of Educ., Sch. of Educ., Ind. Univ., Bloomington, Ind., since 1952.
- Eikenberry, Wayne, A.B.'30, Manchester Col.; M.S.'36, Ind. Univ.; Supt., Delphi-Deercreek Twp. Consol. Sch., Delphi, Ind., since 1949.
- Eiler, C. Emmet, A.B.'27, Manchester Col.; A.M.'36, Univ. of Chicago; Asst. State Supt. of Pub. Instr., Dept. of Pub. Instr., Indianapolis, Ind., since 1951.
- Elliott, Edward Charles, B.Sc.'95, A.M.'97, LL.D.'36, Univ. of Nebr.; Ph.D.'05, LL.D.'29, Columbia Univ.; LL.D.'28, DePauw Univ.; LL.D.'28, Butler Univ.; LL.D.'30, Oregon Agr. Col.; LL.D.'40, Ind. Univ.; LL.D.'41, Hahnemann Med. Col. and Hospital; L.H.D.'43, Univ. of Pittsburgh; D.Sc.'44, Ill. Inst. of Tech.; LL.D.'47, Purdue Univ.; D.Sc.'48, Temple Univ. Address: 538 S. Seventh St., Lafayette, Ind.
- Emens, John R., A.B.'25, Mich. State Normal Col., Ypsilanti; M.A.'26, Ph.D.'36, Univ. of Mich.; Pres., Ball State Tchrs. Col., Muncie, Ind., since 1945.
- Eskeu, Phil N., A.B.'29, Oakland City Col.; M.S.'33, Ind. Univ.; Supt., City Sch., Sullivan, Ind., since 1951.
- Estell, Edwin Randolph, B.S.'38, M.S.'41, Ind. Univ.; Supt. of Sch., Washington, Ind., since 1946.
- Eve, Lee L., A.B.'24, Manchester Col.; A.M.'28, Ind. Univ.; Supt. of Sch., Crawfordsville, Ind., since 1950.
- Eyster, Elvin S., B.S.'26, M.S.'31, Ed.D.'45, Ind. Univ.; Prof. of Bus. Admin. and Assoc. Dir. of Guidance and Placement Bureau, Sch. of Bus., Ind. Univ., Bloomington, Ind., since 1941.
- Fechtman, Fred D., B.S.Ed.'37, M.S.Ed.'44, Ind. Univ.; Supt. of Sch., Tell City, Ind., since 1949.
- Floyd, William, M.S. in Ed.'36, Butler Univ.; Supt. of Sch., West Lafayette, Ind., since 1945.
- Footes, Lawrence E., A.B.'36, Central Normal Col. (Ind.); M.S.'42, Ind. Univ.; Allen Co. Supt. of Sch., Fort Wayne, Ind., since 1949.
- Foster, Isaac Owen, B.S. in Ed.'21, M.S. in Ed.'22, Ph.D.'25, Univ. of Ill.; Assoc. Prof. of Educ., Ind. Univ., Bloomington, Ind., since 1926.
- Franklin, William E., B.A.'35, Hanover Col.; M.S.'41, Ind. Univ.; Asst. Dir. of Research, Ind. State Tchrs. Assn., Indianapolis, Ind., since 1952.
- Franzen, Carl Gustave Frederick, A.B.'08, Univ. of Pa.; M.A.'12, Ph.D.'20, State Univ. of Iowa; Prof. of Sec. Educ., Ind. Univ., Bloomington, Ind., since 1923.
- French, Clifford, M.A.'26, Ind. Univ.; Prin. of Royerton Sch., Muncie, Ind., since 1928.
- Gayley, F. Stanton, B.S.'16, Purdue Univ.; M.A.'37, Ind. Univ.; Supt. of Sch., Fairmount, Ind., since 1929.
- Gallagher, Bernard, M.A.'34, Ind. Univ.; Supt. of Sch., Jasper, Ind., since 1946.
- Garrison, Paul C., B.S. in Ed.'31, Oakland City Col.; M.S. in Ed.'36, Ind. Univ.; Supt. of Sch., Richmond, Ind., since 1946.
- Garser, Harlie, B.S.'14, Hiram Col.; M.A.'26, Columbia Univ.; Supt. of Sch., Hobart, Ind., since 1940.
- Gerichs, George W., A.B.'30, Central Normal; M.S.'41, Butler Univ.; Pulaski Co. Supt. of Sch., Winamac, Ind., since 1946.
- Gillespie, F. H., B.A.'27, DePauw Univ.; M.S.'32, Purdue Univ.; Supt. of Monticello and Union Twp. Sch., Monticello, Ind., since 1941.
- Gladden, Robert F., A.B.'32, M.S.'44, Butler Univ.; Marion Co. Supt. of Sch., Indianapolis, Ind., since 1944.
- Glenn, Edward E., A.B.'32, Oakland City Col.; M.S.'35, Ind. Univ.; Supt. of Sch., Boonville, Ind., since 1949.
- Goldman, Ray, A.B.'26, Oakland City Col.; M.S.'32, Ind. Univ.; Supt. of Sch., Huntingburg, Ind., since 1938.
- Gross, H. W., B.S.'35, Central Normal Col.; M.S.'41, Ind. Univ.; Supt. of Sch., Carlisle, Ind., since 1944.
- Gunn, Cyrus L., A.B.'29, DePauw Univ.; M.S.'38, Ind. Univ.; Supt. of Sch., Mt. Vernon, Ind., since 1951.
- Harrison, H. P., M.Ed.'44, Univ. of Cincinnati; Supt. of Sch., Lawrenceburg, Ind., since 1942.
- Hiatt, J. Russell, B.S.'41, Ball State Tchrs. Col. (Ind.); M.S.'46, Ind. Univ.; Supt. of Sch., Lafayette, Ind., since 1952.
- Holmstedt, Raleigh Warren, A.B.'24, Hastings Col.; M.A.'27, Ph.D.'32, Tchrs. Col., Columbia Univ.; Pres., Ind. State Tchrs. Col., Terre Haute, Ind., since 1953.
- Hooker, Orville J., M.S.'34, Butler Univ.; Supt. of City Sch., Merion, Ind., since 1943.
- Hopkins, Lowell, M.A.'31, Univ. of Mo.; Dir. of Elem. Educ., Evansville, Ind., since 1951.

INDIANA

- Hughes, Otto, A.B.'28, Franklin Col.; M.A.'30, Ed.D.'50, Ind. Univ.; Prin. of Univ. Sch., Ind. Univ., Bloomington, Ind., since 1945.
- Ireland, Leonard, B.S.'32, M.A.'37, Ball State Tchrs. Col. (Ind.); Supt. of Pub. Sch., Edinburg, Ind., since 1952.
- Jacob, Lewis S., A.B.'33, Hanover Col.; M.S.'39, Butler Univ.; Supt. of Metropolitan Sch. Dist., Pendleton, Ind., since 1950.
- Johnshoy, Howard G., B.A.'40, Concordia Col.; M.A.'47, Ed.D.'51, Tchrs. Col., Columbia Univ.; Admin. Asst. to Pres., Ball State Tchrs. Col., Muncie, Ind., since 1951.
- Johnson, O. L., A.B.'25, DePauw Univ.; A.M.'35, Ind. State Tchrs. Col.; Supt., Consol. Sch., Greencastle, Ind., since 1953.
- Jordan, Richard C., A.B.'33, Manchester Col.; M.A.'39, Ball State Tchrs. Col. (Ind.); Supt. of Sch., Speedway, Indianapolis, Ind., since 1948.
- Kendall, William R., B.S.'34, Ind. State Tchrs. Col., Terre Haute; M.A. in Ed.'39, Ind. Univ.; Supt. of Sch., Nappanee, Ind., since 1949.
- Kerr, A. G., B.S.'26, Ball State Tchrs. Col. (Ind.); M.S.'34, Ind. Univ.; Supt. of Sch., Columbia, Ind., since 1935.
- Kinsey, Clarence V., A.B.'23, Ind. State Tchrs. Col., Terre Haute; M.S.'33, Butler Univ.; Supt. of Sch., Beech Grove, Ind., since 1945.
- Kirklin, Curtis D., Prof. of Educ., Franklin Col., Franklin, Ind.
- Klitzka, Lyle K., B.A.'29, State Univ. of Iowa; M.A.'34, Univ. of Chicago; Supt. of Sch., Plymouth, Ind., since 1949.
- Knapp, M. L., A.B.'19, Ind. Univ.; A.M.'26, Columbia Univ.; Supt. of Sch., Michigan City, Ind., since 1939.
- Kraft, Milton Edward, Ph.D.'34, Univ. of Ill.; Prof. of Educ., Earlham Col., Richmond, Ind., since 1948.
- Lambert, John W., Trustee, Pub. Sch., Daleville, Ind., since 1947.
- Laughlin, Harvey, A.B.'26, A.M.'34, Ind. State Tchrs. Col., Terre Haute; Supt. of Sch., Mooreaville, Ind., since 1949.
- LeMaster, Zane Rae, A.B.'18, Columbia Univ.; A.M.'19, DePauw Univ.; Supt. of Pub. Sch., LaGrange, Ind., since 1922.
- Light, J. Everett, B.S.'34, Ball State Tchrs. Col. (Ind.); M.A.'41, Columbia Univ.; Supt. of Sch., Rushville, Ind., since 1945.
- Lindley, Aaron T., A.B.'25, Earlham Col.; M.S.'30, Butler Univ.; Supt. of Sch., Fort Wayne, Ind., since 1952.
- Lockwood, Luther A., A.B.'17, Ind. State Tchrs. Col.; M.A.'39, Univ. of Chicago; Supt. of Sch., Columbia, Ind., since 1945.
- Loper, William F., A.M.'30, Ind. Univ.; Supt. of Sch., Shelbyville, Ind., since 1934.
- Love, H. D., A.B.'32, M.S.'39, Ind. Univ.; Supt. of Sch., Scottsburg, Ind., since 1950.
- Loveless, Edward E., B.S.'40, M.S. in Ed., Purdue Univ.; Supt. of Sch., Brook, Ind., since 1952.
- Lutz, Charles D., M.A.'32, Univ. of Chicago; Supt. of Sch., Gary, Ind., since 1941.
- McCann, Lloyd E., A.B.'35, Nebr. State Tchrs. Col., Peru; M.A.'39, Ed.D.'51, Colo. State Col. of Educ.; Asst. Prof. of Educ. Admin., Butler Univ., Indianapolis, Ind., since 1952.
- McClelland, Mary M., M.S.'44, Butler Univ.; Prin., Ben Davis Grade Sch., Indianapolis, Ind., since 1943.
- McKenney, H. L., B.S.'07, A.B. in Ed.'22, Valparaiso Univ.; A.M. in Ed.'31, Univ. of Cincinnati; Supt. of Sch., Auburn, Ind., since 1923.
- McReynolds, George W., A.B.'15, Ind. Univ.; Supt. of Sch., Lawrenceburg, Ind., since 1949.
- Maier, John V., A.B.'20, A.M.'29, Ed.D.'40, Ind. Univ.; Prin., Wilson Jr. H. S., Muncie, Ind., since 1934.
- Miller, Ernest Edgar, A.B.'17, Goshen Col.; M.A.'27, Ph.D.'39, New York Univ.; Pres., Goshen Col., Goshen, Ind., since 1940.
- Minnear, E. V., B.D.'17, Tri-State Col.; B.S.'28, Ball State Tchrs. Col. (Ind.); M.S. in Ed.'34, Ind. Univ.; Supt. of City Sch., Garrett, Ind., since 1947.
- Mitchell, James Russell, B.S.'30, M.S.'35, Ind. Univ.; Dir. of Tchr. Placement and Assoc. Prof. of Educ., Purdue Univ., Lafayette, Ind., since 1945.
- Mitchell, Omer M., B.S. in Ed.'28, Ball State Tchrs. Col. (Ind.); M.S. in Ed.'35, Ind. Univ.; Prin. of Blaine Jr. H. S., Muncie, Ind., since 1953.
- Monbeck, Lon P., A.B.'34, Manchester Col.; M.A.'36, Columbia Univ.; Supt. of Sch., Highland, Ind., since 1950.
- Morgan, Hadley G., A.B.'25, Ind. State Tchrs. Col., Terre Haute; A.M.'29, Univ. of Mich.; Supt., Montpelier-Harrison Twp. Sch., Montpelier, Ind., since 1933.
- Morland, John B., A.B.'40, Valparaiso Univ.; A.M.'41, Univ. of Ky.; Supvr. of Pub. Sch., Bremen, Ind., since 1950.
- Monter, Harry H., A.B.'13, A.M.'23, Ind. Univ.; Supt. of Sch., Bedford, Ind., since 1938.
- Muncie, Emery O., A.B.'16, DePauw Univ.; A.M.'33, Ind. Univ.; Supt. of Sch., Madison, Ind., since 1920.
- Neff, Gerald R., B.S. in Ed.'38, Manchester Col.; M.S. in Ed.'40, Ind. Univ.; Asst. Supt. of Sch., Mishawaka, Ind., since 1947.
- Nicely, Paul W., M.S.'41, Ind. Univ.; Prin., Francis Willard Sch. 80, Indianapolis, Ind.
- Ostheimer, George F., A.B.'28, A.M.'34, Butler Univ.; Prin., Robert Dale Owen Sch. 12, Indianapolis, Ind., since 1947.
- Overholser, Floyd E., A.B.'28, Manchester Col.; M.A.'38, Univ. of Cincinnati; Supt. of Community Sch., Knox, Ind., since 1948.
- Patteraon, Ruth, Diploma '04, Tchrs. Col. of Indianapolis; B.S.'33, A.M.'39, Tchrs. Col., Columbia Univ.; Asst. Prof. of Kdgn. Educ. and Supvr. of Kdgn. Student Tchrs., Butler Univ., Indianapolis, Ind., since 1930.
- Peregrine, Donald, A.B.'22, Valparaiso Univ.; M.S.'36, Purdue Univ.; Starke Co. Supt. of Sch., Knox, Ind., since 1945.
- Phillis, G. Warren, A.B.'30, De Pauw Univ.; M.S.'35, Ind. Univ.; Supt. of Sch., Valparaiso, Ind., since 1944.

- Phillips, L. V., A.B.'15, Ind. Univ.; M.A.'27, Columbia Univ.; Commr. of H. S. Athletics, Indianapolis, Ind., since 1945.
- Pitts, Kenneth E., M.S. in Ed.'34, Ind. Univ.; Supt. of Sch., Aurora, Ind., since 1953.
- Porter, Stanley, A.B.'25, Franklin Col. of Ind.; M.S.'30, Ind. Univ.; Supt. of Sch., Greenwood, Ind., since 1950.
- Pound, Clarence A., B.S.'27, Ind. State Tchrs. Col., Terre Haute; M.A.'31, Univ. of Chicago; Assoc. Prof. of Educ., Purdue Univ., Lafayette, Ind., since 1948.
- Pruett, J. W., M.S.'39, Ind. Univ.; Supt. of Sch., Princeton, Ind., since 1947.
- Purcell, Borden R., B.S. and M.S.'34, Ind. Univ.; Dir. of Field Serv. and Placement, Ind. State Tchrs. Assn., Indianapolis, Ind., since 1944.
- Purcell, William E., A.B.'28, M.A.'42, Ind. State Tchrs. Col.; Vigo Co. Supt. of Sch., Terre Haute, Ind., since 1948.
- Rapp, Earl W., A.M.'30, Univ. of Wis.; Supt. of Sch., New Harmony, Ind., since 1930.
- Rayburn, Russell H., B.S.'29, M.S.'33, Ind. State Tchrs. Col.; Dir., Div. of Special Educ. and Civil Defense, State Dept. of Pub. Instr., Indianapolis, Ind., since 1946.
- Reed, John O., B.S.Ed.'49, Ohio Northern Univ.; M.A.'51, Ball State Tchrs. Col. (Ind.); Prin., Adams Central H. S., Decatur, Ind., since 1952.
- Rice, Joe C., M.S.'36, A.B.'37, Ind. Univ.; Supt. of Sch., Elkhart, Ind.
- Riordan, Emmet L., A.B.'14, Ind. State Tchrs. Col., Terre Haute, M.S. in Ed.'37, Ind. Univ.; Supt. of Sch., Whiting, Ind., since 1949.
- Robbins, Clarence E., A.B.'35, DePauw Univ.; A.M.'33, Ind. State Tchrs. Col.; Supt. of Sch., Plainfield, Ind., since 1953.
- Rogers, L. E., A.B.'19, A.M.'27, Ind. Univ.; Supt. of Sch., Knightstown, Ind., since 1920.
- Ross, Frank A., A.B.'31, De Pauw Univ.; M.A.'38, Ind. Univ.; Supt. of Sch., Union City, Ind., since 1946.
- Roudebush, Earl D., A.B.'12, M.S.'27, Ind. Univ.; Supt. of Sch., Winamac, Ind., 1925-53 (retired).
- Salisbury, Charles B., A.B.'28, Franklin Col.; M.A.'38, Ball State Tchrs. Col. (Ind.); Supt. of Sch., Dunkirk, Ind., since 1951.
- Sargent, Galen B., A.B.'23, Manchester Col.; A.M.'36, Northwestern Univ.; Bus. Mgr., Pub. Sch., South Bend, Ind., since 1951.
- Schaerer, Robert W., B.S.'49, M.S.'53, Ind. Univ.; Bus. Mgr. and Admin. Asst. of the Inst. of Educ. Research, Ind. Univ., Bloomington, Ind., since 1952.
- Schafer, Dan A., B.S.'40, Manchester Col.; M.S.'47, Ind. Univ.; Supt. of City Sch., Renaselaer, Ind., since 1952.
- Schulte, Harold F., A.B.'27, Ind. Univ.; M.A.'31, Ind. State Tchrs. Col.; Supt. of Sch., Jeffersonville, Ind., since 1951.
- Scott, Keith, A.B.'31, Ind. State Tchrs. Col., Terre Haute; M.A.'41, Ball State Tchrs. Col.; Supt. of Sch., Elwood, Ind., since 1947.
- *Seagers, Paul William, A.B.'27, Cornell Univ.; M.A.'32, Ed.D.'50, Columbia Univ.; Assoc. Prof. of Educ., Ind. Univ., Bloomington, Ind., since 1947.
- Senour, Alfred C., B.A.'17, Ind. State Tchrs. Col.; M.A.'27, Univ. of Chicago; Supt. of Sch., East Chicago, Ind., since 1943.
- Shaffer, Roscoe D., A.B.'24, Ball State Tchrs. Col.; M.Sc. in Ed.'33, Ind. Univ.; Supt. of Sch., Muncie, Ind., since 1946.
- Sharp, William B., B.A.'32, Col. of Wooster; M.S. in Ed.'36, Ind. Univ.; Supt. of Sch., Brownstown, Ind., since 1953.
- Shihler, Herman L., A.B.'29, M.A.'32, Ph.D.'41, Ohio State Univ.; Genl. Supt. of Sch., Indianapolis, Ind., since 1950.
- Shipman, Stuart C., M.S.'47, Ohio State Univ.; Supt. of Sch., Cambridge City, Ind., since 1949.
- Smith, Harold A., A.B.'32, Ind. Central Col.; M.S.'39, Ind. Univ.; Co. Supt. of Sch., Huntington, Ind., since 1949.
- *Smith, Henry Lester, A.B.'98, A.M.'99, Ind. Univ.; A.M.'10, Ph.D.'16, Columbia Univ.; LL.D.'40, Butler Univ.; Pres., Natl. Educ. Assn., 1934-35; Consultant on Schoolhouse Planning, State Dept. of Pub. Instr., Bloomington, Ind., since 1946.
- Snider, R. Nelson, A.B.'22, Ball State Tchrs. Col.; M.A.'30, Columbia Univ.; Prin. of South Side H. S., Fort Wayne, Ind., since 1926.
- Sonner, Cecil B., A.B.'35, Ind. State Tchrs. Col., Terre Haute; M.S.'39, Ind. Univ.; Supt. of Sch., Charleston, Ind., since 1948.
- Sparks, Frank Hugh, A.B.'35, Butler Univ.; A.M.'37, Ph.D.'41, Univ. of Southern Calif.; LL.D.'41, Butler Univ.; LL.D.'41, Hanover Col.; L.H.D.'45, Bucknell Univ.; LL.D.'47, De Pauw Univ.; Pres., Wabash Col., Crawfordsville, Ind., since 1941.
- Standley, James W., B.S.'30, Ind. State Tchrs. Col., Terre Haute; M.S.'35, Ind. Univ.; Prin. of Tolleston H. S., Gary, Ind., since 1935.
- Stapley, M. E., B.A.'28, State Univ. of Iowa; M.S. in Ed.'38, Ed.D.'47, Ind. Univ.; Asst. Dean, Sch. of Educ., Ind. Univ., Bloomington, Ind., since 1953.
- Stemen, C. B., A.B.'24, A.M.'25, Ind. Univ.; Supt. of Tipton-Cicero Twp. Sch., Tipton, Ind., since 1950.
- Stephan, Burton, M.A.'29, Ind. Univ.; Supt. of Sch., Huntington, Ind., since 1941.
- Stinebaugh, Virgil, A.B.'21, LL.D.'45, Manchester Col.; A.M.'27, Tchrs. Col., Columbia Univ.; Supt. of Sch., Indianapolis, Ind., 1944-50. Address: 150 N. Meridian St., Indianapolis 4, Ind.
- Strickland, Ruth G., B.S.'25, M.A.'32, Tchrs. Col., Columbia Univ.; Ph.D.'38, Columbia Univ.; Assoc. Prof. of Educ., Ind. Univ., Bloomington, Ind., since 1939.
- Stuffle, Roy Silvester, M.S.'47, Ind. State Tchrs. Col., Terre Haute; Supt. of Sch., Rockport, Ind., since 1953.
- Sutton, Clyde S., B.S.'33, Central Normal Col.; M.S.'42, Butler Univ.; Elkhart Co. Supt. of Sch., Goshen, Ind., since 1949.
- Swain, Charles L., M.S.E.'49, Ind. Univ.; Supt. of City Sch., Batesville, Ind., since 1953.
- Swalls, J. Fred, A.B.'32, Ind. State Tchrs. Col.; M.S.'39, Ed.D.'50, Ind. Univ.; Assoc. Prof. of Educ., Ind. State Tchrs. Col., Terre Haute, Ind., since 1946.

INDIANA

- Swanson, Dale V., B.S.'27, Purdue Univ.; M.S.'35, Ind. Univ., Supt. of Sch., Noblesville, Ind., since 1950.
- Swibart, O. M., A.B.'28, N. Manchester Col.; M.S.'36, Ind. Univ., Supt. of Sch., Kokomo, Ind., since 1946.
- Swingley, Clarence E., A.B.'28, Ball State Tchrs. Col.; M.A.'31, Ph.D.'50, Univ. of Chicago, Prin. of Edison Elem. and H. S., Gary, Ind., since 1943.
- Tackett, William M., B.S. in Ed.'36, Butler Univ., M.S. in Ed.'49, Ind. Univ., Instr. in Educ., Valparaiso Univ., Valparaiso, Ind., since 1950.
- Tirey, Ralph Noble, A.B.'18, A.M.'27, LL.D.'45, Ind. Univ.; Pres. Emeritus, Ind. State Tchrs. Col., Terre Haute, Ind., since 1953.
- Tower, J. Harold, A.B.'22, Ind. State Tchrs. Col., Terre Haute; M.S.'39, Ind. Univ.; Co. Supt. of Sch., LaPorte, Ind., since 1945.
- Ulery, Cloyce B., M.A.'27, Ohio State Univ.; Editor, Educ. Dept., Bobbs-Merrill Co., Indianapolis, Ind., since 1944.
- Van Slyke, Frank A., B.S.'37, Canterbury Col.; M.S.'40, Ind. Univ., Supt. of Sch., Griffith, Ind., since 1947.
- Welker, Austin E., A.B.'38, Central Normal Col., M.S.'48, Ind. Univ., Supt. of Sch., Crown Point, Ind., since 1952.
- Walker, Deane E., A.B.'22, Tri-State Col.; A.M.'28, Tchrs. Col., Columbia Univ.; State Supt. of Pub. Instr., Indianapolis, Ind., 1949-51. Address: 404 East Shore St., Culver, Ind.
- Walker, Robert R., Pres., Robert R. Walker, Inc., South Bend, Ind., since 1946.
- Welsh, J. Hartt, Ed B.'27, Wis. State Tchrs. Col., Eau Claire; Ph.B.'27, Ripon Col.; M.A.'34, Univ. of Minn.; Ph.D.'44, Univ. of Wis.; Dean, Col. of Educ., Butler Univ.; Indianapolis, Ind., since 1948.
- Watson, Wayne P., M.S.'30, Ind. Univ.; Supt. of Sch., Terre Haute, Ind., since 1946.
- Weaver, Robert B., A.B.'22, De Pauw Univ.; A.M.'26, Univ. of Chicago; Supt. of Sch., Goshen, Ind., since 1942.
- Weller, D. S., A.B.'20, Ind. Univ.; A.M.'23, Columbia Univ., Supt. of Sch., Portland, Ind., since 1940.
- Wells, Herman B., B.S.'24, A.M.'27, Ind. Univ.; LL.D.'39, Butler Univ., Rose Polytech. Inst., De Pauw Univ.; LL.D.'42, Wabash Col.; LL.D.'46, Univ. of Wis.; LL.D.'48, Earlham Col.; Pres., Ind. Univ., Bloomington, Ind., since 1937.
- Wesner, Philip M., B.S.'28, M.S.'33, Ind. Univ.; Supt. of Sch., Paoli, Ind., since 1951.
- Weatfall, Byron L., B.S. in Ed.'29, A.M.'32, Ph.D.'35, Univ. of Mo.; Prin. of Lab. Sch. and Dir., Div. of Tchg., Ind. State Tchrs. Col., Terre Haute, Ind., since 1946.
- Whiteman, Harris, A.B.'31, Western State Tchrs. Col., Kalamazoo, Mich.; M.A.'37, Columbia Univ.; Prin., Jr. H. S., Goethe, Ind., since 1932.
- Whiteman, Kelro, B.S.'29, Ball State Tchrs. Col.; M.S.'33, Ind. Univ.; Supt. of Sch., Alexandria, Ind.
- Whitmer, Dana P., A.B.'34, Oberlin Col.; M.A.'37, Ph.D.'49, Ohio State Univ.; Asst. Supt. in chg. of Educ. Admin., Gary, Ind., since 1950.
- Wiggs, Halice, B.A.'32, Oakland City Col.; M.S.'47, Ed.D.'52, Ind. Univ.; Assot. Prof. of Educ. and Psych., and Dir. of Sec. Student Tchg., Franklin Col. of Ind., Franklin, Ind., since 1949.
- Wilson, William E., A.B.'20, Hanover Col.; M.S.'31, Ind. State Tchrs. Col., Terre Haute; Clark Co. Supt. of Sch., Jeffersonville, Ind., since 1933.
- Wisebart, Charles S., B.S. Elem. Ed.'40, Ball State Tchrs. Col.; M.S. Ed. Adm.'42, Ind. Univ.; Supt. of Sch., Greendale, Ind.
- Wood, Earl L., A.B.'25, Central Normal Col. (Ind.); M.S.'30, Ind. Univ.; Supt. of City Sch., Franklin, Ind.
- Wood, Waldo J., A.B.'25, Oakland City Col.; M.A.'34, Univ. of Mo.; Supt. of Sch., Oakland City, Ind., since 1934.
- Woodruff, S. M., B.S.'30, Ind. State Tchrs. Col., Terre Haute; M.S.'35, Purdue Univ.; Supt. of Sch., Frankfort, Ind., since 1949.
- Wright, Wendell William, A.B.'16, Ind. State Tchrs. Col., Terre Haute; Ph.D.'29, Tchrs. Col., Columbia Univ.; Dean, Sch. of Educ., Ind. Univ., Bloomington, Ind., since 1946.
- Wyatt, Robert H., A.B. and M.A.'25, Ind. Univ.; Exec. Secy., Ind. State Tchrs. Assn., Indianapolis, Ind., since 1938.
- Yoder, Harry T., A.M.'27, Manchester Col.; M.S. in Ed.'34, Ind. Univ.; Co. Supt. of Sch., Columbia City, Ind., since 1937.
- Young, John H., B.S.'33, Ball State Tchrs. Col.; M.S.'35, Ind. Univ.; Supt. of Sch., New Haven, Ind., since 1949.
- Young, John J., A.B.'21, Ind. State Tchrs. Col., Terre Haute; M.A.'24, Univ. of Wis.; Ph.D.'35, New York Univ.; Supt. of Sch., Mishawaka, Ind., since 1948.
- Zeller, Ernest M., B.S.'33, M.S.'41, Indiana State Tchrs. Col.; Supt. of Sch., Butler, Ind., since 1951.
- Zimmerman, Carl A., A.B.'28, A.M.'32, Ind. Univ.; Supt. of Sch., Logansport, Ind., since 1945.
- Zuck, Charles L., A.B.'22, Ind. Univ.; A.M.'28, Columbia Univ.; Supt. of Sch., Brookville, Ind., since 1929.

INSTITUTIONAL MEMBERS

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- Butler Univ., Library, Indianapolis, Ind.
- Indianapolis Instr. Center, Tchrs. Special Library, Indianapolis, Ind.
- Indiana State Library, 140 N. Senate Ave., Indianapolis, Ind.
- Primary Council of Indiana, Miss O'Connor, Secy.-Treas., Huntington, Ind.
- Purdue Univ., Library, c/o J. H. Moriarty, Lafayette, Ind.

IOWA

INDIVIDUAL MEMBERS

- Ackerman, Kenneth K., B.A.'30, Iowa State Tchrs. Col., Cedar Falls; M.A.'40, State Univ. of Iowa; Supt. of Consol. Sch., Clemons, Iowa, since 1945.
- Albers, Martin Z., A.B.'15, Hope Col.; A.M.'19, Des Moines Col.; Co. Supt. of Sch., Eldora, Iowa, since 1936.
- Amen, Clarence E., B.S.'33, Northeast Mo. State Tchrs. Col., Kirksville; M.Ed.'40, Univ. of Mo.; Henry Co. Supt. of Sch., Mt. Pleasant, Iowa, since 1948.

- Andrews, E. E., B.A.'33, Iowa State Tchrs. Col.; M.A.'39, State Univ. of Iowa; Supt. of Sch., North English, Iowa, since 1946.
- Ballantyne, S. A., B.A.'41, Iowa State Tchrs. Col., Cedar Falls; M.S.'43, Drake Univ.; Supt. of Sch., West Union, Iowa, since 1951.
- Becker, Conrad H., B.S.'35, M.S.'38, Colo. State Col. of Agr. and Mech. Arts; D.D. '48, Wartburg Theol. Sem.; Pres., Wartburg Col., Waverly, Iowa, since 1945.
- Berg, Ben Conrad, B.A.'16, Univ. of Ill.; M.A.'23, Columbia Univ.; Supt. of Sch., Newton, Iowa, since 1922.
- Bielefeldt, Arthur J., B.S.'34, Iowa State Tchrs. Col.; M.E.'30, Colo. A. and M. Col.; Supt. of Orange Twp. Consol. Sch., Waterloo, Iowa, since 1945.
- Block, Arthur R., M.A.'35, State Univ. of Iowa; Supt. of Sch., Storm Lake, Iowa, since 1945.
- Borreson, Ralph O., B.S.'27, Univ. of Minn.; M.A.'37, Municipal Univ. of Omaha; Supt. of Sch., Sheldon, Iowa, since 1946.
- Boss, Henry T., B.A.'40, Lawrence Col.; M.Ed.'46, Harvard Univ.; Supt. of Sch., Colfax, Iowa, since 1951.
- Bracewell, Ray H., B.S.'15, Ill. Col.; M.A. '25, Univ. of Chicago; Supt. of Sch., Burlington, Iowa, since 1937.
- Briggs, L. V., B.A.'24, William Penn Col.; M.A.'36, State Univ. of Iowa; Supt. of Sch., Hampton, Iowa, since 1944.
- Bryan, Gerald C., B.A.'29, Simpson Col.; M.A.'40, Univ. of Iowa; Supt. of Schools, Corydon, Iowa, since 1947.
- Bryson, Morris E., B.A.'29, M.A.'48, State Univ. of Iowa; Supt. of Sch., Exira, Iowa, since 1947.
- Buerkens, Clarence C., A.B.'20, State Univ. of Iowa; M.S.'22, Iowa State Col.; Supt. of Sch., Pella, Iowa, since 1936.
- Burns, W. R., M.A.'47, Univ. of Iowa; Supt. of Sch., Eldon, Iowa, since 1947.
- Camp, Frances M., M.A.'24, State Univ. of Iowa; Coordinator of Placement Serv. and Dir. of Educ. Placement Office, State Univ. of Iowa, Iowa City, Iowa, since 1924.
- Carter, Charles Wayne, B.A.'39, Iowa Wesleyan Col.; M.A.'47, State Univ. of Iowa; Supt. of Sch., Wayland, Iowa, since 1951.
- Christiansen, C. J., B.A.'21, Cornell Col.; M.A.'36, Drake Univ.; Supt. of Sch., Clarion, Iowa, since 1932.
- Clark, Max R., B.S.'31, Iowa State Tchrs. Col., Cedar Falls; M.A.'36, State Univ. of Iowa; Supt. of Sch., Dubuque, Iowa, since 1946.
- Coen, Edwin, B.A.'34, Iowa State Tchrs. Col.; M.A.'39, State Univ. of Iowa; Co. Supt. of Sch., Denison, Iowa, since 1951.
- Colbert, E. Allen, B.S.'39, M.S.'48, Drake Univ.; Supt. of Sch., Scranton, Iowa, since 1948.
- Cook, Kenneth Theodore, B.A. in Ed.'32, Iowa State Tchrs. Col., Cedar Falls; M.A. '40, Univ. of Iowa; Supt. of Consol. Sch., Postville, Iowa, since 1946.
- Cooper, Dan H., B.S.'34, Northwestern Univ.; M.A.'38, Ph.D.'46, Univ. of Chicago; State Univ. of Iowa, Iowa City, Iowa.
- Cope, Earl R., M.A.'32, Univ. of Iowa; Supt. of Sch., Iowa Falls, Iowa, since 1953.
- Cottrell, C. A., M.A.'30, Univ. of Colo.; Supt. of Sch., Mt. Pleasant, Iowa, since 1937.
- Couchman, Gaylord M., B.A.'27, Des Moines Univ.; B.D.'34, McCormick Theol. Sem.; D.D.'45, Dubuque Univ.; Pres., Univ. of Dubuque, Dubuque, Iowa, since 1953.
- Cox, John B., B.S.'38, Northwest Mo. State Tchrs. Col., Maryville; M.A.'50, State Univ. of Iowa; Supt. of Sch., Mapleton, Iowa.
- Creel, R. E., Supt. of Sch., Cherokee, Iowa.
- Cushman, M. L., A.B.'32, Western Mich. Col. of Educ., Kalamazoo; A.M.'37, Univ. of Mich.; Ph.D.'43, Cornell Univ.; Prof. of Rural Educ., Iowa State Col. of Agr. and Mech. Arts, Ames, Iowa.
- Davis, Floyd A., A.B.'25, Nebr. State Tchrs. Col., Chadron; M.A.'37, Univ. of Nebr.; Supt. of Sch., Knoxville, Iowa, since 1945.
- Davis, George W., M.A.'39, Univ. of Mo.; Supt. of Sch., Des Moines, Iowa, since 1947.
- *Davis, Harvey H., A.M.'23, Ph.D.'28, State Univ. of Iowa; Prof. of Educ., since 1936, Chmn., Dept. of Educ., since 1937, and Provost, State Univ. of Iowa, Iowa City, Iowa, since 1950.
- DeKock, H. C., B.A.'26, Central Col. (Iowa); M.A.'34, State Univ. of Iowa; Dir. of Field Serv., Dept. of Educ., State Univ. of Iowa, Iowa City, Iowa, since 1953.
- Doolin, Rule B., M.Ed.'47, Univ. of Mo.; Dir. of Special Serv., Cedar Rapids, Iowa, since 1951.
- Douma, Frank W., A.B.'16, Hope Col.; M.A.'38, State Univ. of Iowa; Supt. of Sch., Ottumwa, Iowa, since 1936.
- Dunlavy, Donald Dewitt, B.A.'33, M.S.Ed. '41, Drake Univ.; Supt. of Sch., Corning, Iowa, since 1946.
- Edgar, William John, B.A.'32, Upper Iowa Univ.; M.A.'36, State Univ. of Iowa; Supt. of Sch., Grand Junction, Iowa, since 1947.
- Edie, Irwin W., B.A.'26, Upper Iowa Univ.; M.A.'32, State Univ. of Iowa; Supt. of Sch., Rudd, Iowa, since 1929.
- Eriksen, Walter B., B.S.'28, Western Mich. Col. of Educ., Kalamazoo; M.A.'34, Univ. of Mich.; Supt. of Sch., Bettendorf, Iowa, since 1948.
- Fallgatter, Florence A., B.S.'17, Univ. of Minn.; M.A.'27, Tchrs. Col., Columbia Univ.; Head, Home Economics Educ., Iowa State Col., Ames, Iowa, since 1938.
- Fannon, E. W., A.B.'13, Drake Univ.; M.A. '22, State Univ. of Iowa; Supt. of Sch., Centerville, Iowa, since 1918.
- Fatka, Wilbur W., B.A.'41, Westmar Col.; M.S.Ed.'50, Drake Univ.; Supt. of Sch., Anita, Iowa, since 1950.
- Faust, C. E., B.A.'41, Central Col. (Iowa); M.E.'49, Univ. of S. Dak.; Supt. of Sch., Garden Grove, Iowa, since 1950.
- Feelhaber, Carl T., M.A.'31, Columbia Univ.; Supt. of Sch., Fort Dodge, Iowa, since 1947.
- Ferguson, Court L., B.A.'37, William Penn Col.; M.A.'41, Univ. of Iowa; Supt. of Sch., Panora, Iowa, since 1951.
- Filloon, Doyle F., B.A.'46, Buena Vista Col.; M.A.'50, Drake Univ.; Supt. of Sch., Lake City, Iowa, since 1952.

- Findley, W. C., A.B.'14, Bellevue Col.; M.A.'25, State Univ. of Iowa; Asst. Supt. of Sch., Des Moines, Iowa, since 1941.
- Forney, W. Paul, B.A.'27, M.A.'42, State Univ. of Iowa; Supt. of Independent Sch., Sibley, Iowa, since 1946.
- Friman, Maude M., Adams Co. Supt. of Educ., Corning, Iowa.
- Fuller, Albert C., B.A.'11, State Univ. of Iowa, L.L.D., Buena Vista Col.; Dir. Emeritus, Bur. of Alumni Serv. and Pub. Sch. Relations, Iowa State Tchrs. Col., Cedar Falls, Iowa, since 1947.
- Galbreth, W. Henry, B.A.'29, Upper Iowa Univ.; M.A.'36, State Univ. of Iowa, Asst. Exec. Secy. and Dir. of Publications, Iowa State Educ. Assn., Des Moines, Iowa, since 1941.
- Gambach, Ralph W., B.S.'36, Buena Vista Col.; M.A.'50, State Univ. of Iowa; Supt. of Consol. Sch., Tipton, Iowa, since 1953.
- Garbee, Eugene E., B.S.'31, Southwest Mo. State Col.; M.A.'33, George Peabody Col. for Tchrs.; Ed.D.'49, New York Univ., Pres., Upper Iowa Univ., Fayette, Iowa, since 1952.
- Garner, Bulford W., B.S.'39, Northwest Mo. State Col.; M.A.'46, Univ. of Kansas City; Supt. of City Sch., Iowa City, Iowa, since 1952.
- Gettys, Joe L., B.A.'19, Grinnell Col.; M.A.'32, State Univ. of Iowa; Supt. of Sch., Oskaloosa, Iowa, since 1947.
- Gibson, Robert W., M.A.'31, Univ. of Mich.; Supt. of Sch., Eagle Grove, Iowa, since 1944.
- Graeber, B. H., M.A.'34, State Univ. of Iowa; Supt. of Sch., Waukon, Iowa, since 1943.
- Green, R. J., B.S.'29, Iowa State Tchrs. Col., Cedar Falls, M.A.'38, Columbia Univ.; Supt. of Sch., Greenfield, Iowa, since 1940.
- Griewe, C. S., B.A.'23, Morningside Col., M.A.'37, Univ. of Colo.; Supt. of Sch., Sac City, Iowa, since 1946.
- Haehlen, J. K., B.A.'28, Western Union Col.; M.A.'29, State Univ. of Iowa; Supt. of Sch., Waverly, Iowa.
- Hagman, Harlan Lawrence, B.E., Northern Ill. State Tchrs. Col., DeKalb; M.A., Ph.D., Northwestern Univ.; Dean, Col. of Educ., Drake Univ., Des Moines, Iowa, since 1950.
- Hahn, Charles W., B.A.'39, Coe Col.; M.S.E.'48, Drake Univ.; Supt. of Sch., Ackley, Iowa, since 1951.
- Halveraon, B. G., B.S.'33, Iowa State Col.; Co. Supt. of Sch., Carroll, Iowa, since 1948.
- Hancher, Virgil M., B.A.'18, J.D.'24, State Univ. of Iowa; B.A.'22, M.A.'27, Oxford Univ., England; L.L.D.'41, Grinnell Col.; L.L.D.'41, St. Ambrose Col.; L.H.D.'43, Cornell Col.; L.L.D.'44, Northwestern Univ.; Litt.D.'44, Beloit Col.; L.L.D.'49, Univ. of Southern Calif.; Pres., State Univ. of Iowa, Iowa City, Iowa, since 1940.
- Harbaugh, Kenneth E., B.A.'33, Hastings Col.; M.A. in Ed.'45, Univ. of Nebr.; Supt. of Sch., Manson, Iowa, since 1951.
- Harold, John W., M.A.'42, State Univ. of Iowa, Supt. of Sch., Carroll, Iowa, since 1953.
- Harrison, Albert E., B.A.'04, Parsons Col.; Co. Supt. of Sch., Storm Lake, Iowa, since 1915.
- Hartman, W. Harold, B.A.'28, Iowa State Tchrs. Col., Cedar Falls; M.A.'38, State Univ. of Iowa; Black Hawk Co. Supt. of Sch., Waterloo, Iowa, since 1948.
- Hartzell, Wylie W., B.A.'20, Simpson Col.; M.A.'37, State Univ. of Iowa; Supt. of Sch., Albion, Iowa, since 1937.
- Hatfield, D. H., M.S.'43, Drake Univ.; Supt. of Sch., West Bend, Iowa, since 1952.
- *Hawk, Rupert Adam, A.B.'24, Grinnell Col.; M.A.'34, State Univ. of Iowa; Assoc. Prof. of Econ., Controller and Bus. Mgr., Grinnell Col., Grinnell, Iowa, since 1947.
- Hedemann, R. F., M.A.'42, State Univ. of Iowa; Supt. of Sch., West Branch, Iowa, since 1947.
- Hendrickson, Abner A., B.A.'26, Luther Col. (Iowa); M.A.'40, Univ. of Minn.; Howard Co. Supt. of Sch., Cresco, Iowa, since 1943.
- Heiring, Findley M., A.B.'30, Ohio Northern Univ.; M.A.'48, George Peabody Col. for Tchrs.; Supt. of Decatur Co. Sch., Leon, Iowa, since 1952.
- Hetzel, Walter L., B.A.'29, Upper Iowa Univ.; M.A.'34, L.L.B.'39, State Univ. of Iowa; Supt. of Sch., Decorah, Iowa, since 1951.
- Hilburn, W. C., B.S.'28, M.S.'40, Iowa State Col. of Agr. and Mech. Arts; Supt. of Sch., Iowa Falls, Iowa, 1945-53.
- Hoglan, John C., B.A.'23, M.A.'32, State Univ. of Iowa; Supt. of Sch., Marshalltown, Iowa, since 1946.
- *Horn, Ernest, B.S.'07, A.M.'08, Univ. of Mo.; Ph.D.'14, Columbia Univ.; Prof. of Educ. and Dir., Univ. Elem. Sch., State Univ. of Iowa, Iowa City, Iowa, since 1915.
- Hoth, Donald L., B.A.'37, Upper Iowa Univ.; M.A.'48, State Univ. of Iowa; Supt. of Consol. Sch., Lamoine, Iowa, since 1950.
- Howell, Fannie G., B.A.'24, Marion Col. (Ind.); Floyd Co. Supt. of Sch., Charles City, Iowa, since 1933.
- Hoyt, C. O., A.B.'18, Grinnell Col.; M.A.'30, Columbia Univ.; Asst. Supt. of Sch., Des Moines, Iowa, since 1941.
- Hungerford, J. B., B.A.'29, Upper Iowa Univ.; Supt. of Sch., Coggon, Iowa, since 1940.
- Iaenberger, W. W., M.A.'48, State Univ. of Iowa; Supt. of Norway Consol. Sch., Norway, Iowa, since 1950.
- Iveraon, Lowell L., B.A.'31, Luther Col.; M.A.'43, Univ. of Iowa; Supt. of Sch., Rockwell City, Iowa, since 1951.
- Johansen, Marvin J., B.A.'29, Iowa State Tchrs. Col., Cedar Falls, M.A.'45, State Univ. of Iowa; Supt. of Sch., West Liberty, Iowa, since 1947.
- Johnson, Arthur A., B.A.'25, Morningside Col.; M.A.'32, Univ. of Iowa; Supt. of Sch., Muscatine, Iowa, since 1937.
- Johnson, Elmer L., B.A.'43, Iowa State Tchrs. Col.; M.S. in Ed.'47, Drake Univ.; Supt. of Sch., Anamosa, Iowa, since 1950.
- Johnson, Winfred Foote, A.B.'20, Aurora Col.; M.A.'27, Univ. of Wis.; Supt. of Sch., Spencer, Iowa, since 1940.
- Johnsten, Caraten T., B.A.'30, Iowa State Tchrs. Col., Cedar Falls; M.A.'41, Colo. State Col. of Educ.; Supt. of Sch., Osage, Iowa, since 1948.

- Johnston, C. J., M.A.'39, State Univ. of Iowa; Supt. of Sch., Bloomfield, Iowa, since 1948.
- Jones, Benjamin, B.A.'22, Coe Col.; M.A.'32, State Univ. of Iowa; Supt. of Sch., Tama, Iowa, since 1942.
- Jones, Burton Robert, M.A.'28, State Univ. of Iowa; Supt. of Sch., Creston, Iowa, since 1933.
- Jones, Kyle C., B.A.'28, M.A.'38, State Univ. of Iowa; Supt. of Sch., Grinnell, Iowa.
- Jorgensen, R. H., B.A.'32, Simpson Col.; M.A.'39, Tchrs. Col., Columbia Univ.; Supt. of Sch., Ankeny, Iowa, since 1952.
- Kann, Sister Jean Marie, O.S.F., Ph.D.'39, Yale Univ.; Pres., Briar Cliff Col., Sioux City, Iowa, since 1943.
- Killion, Ray A., B.A.'30, Drake Univ.; M.A.'32, State Univ. of Iowa; Supt. of Sch., Harlan, Iowa, since 1946.
- Kinsey, Eldon O., B.A.'30, Buena Vista Col.; M.A.'42, State Univ. of Iowa; Supt. of Sch., Sioux Center, Iowa, since 1944.
- Knapp, Adolphus C., M.A.'48, Northeast Mo. State Tchrs. Col., Kirksville; Supt. of Independent Sch. Dist., Montrose, Iowa, since 1948.
- Koch, Kenneth B., B.A.'28, Westmar Col.; M.A.'39, State Univ. of Iowa; Supt. of Sch., Denison, Iowa, since 1951.
- Krafka, Warren Virgil, M.A.'52, Univ. of Iowa; Supt. of Community Sch. Dist., Solon, Iowa, since 1952.
- Kreizenbeck, F. W., A.B. in Ed.'21, Nebr. State Tchrs. Col., Chadron; M.A. in Ed.'22, Univ. of Nebr.; Supt. of Sch., Attnsworth, Nebr., 1947-53. Address: 311 Second Ave., North, Mt. Vernon, Iowa.
- Laing, Otto B., M.A.'30, State Univ. of Iowa; Supt. of Sch., Algona, Iowa, since 1932.
- Lapham, P. C., A.B.'12, Des Moines Col.; A.M.'16, Univ. of Chicago, Supt. of Sch., Charles City, Iowa, since 1927.
- Larson, Palmer Irving, B.A.'41, Luther Col.; M.S.'50, Drake Univ.; Supt. of Sch., Buffalo Center, Iowa, since 1950.
- Lauger, Roger K., B.A.'34, Iowa Wesleyan Col.; M.Sc. in Ed.'46, Drake Univ.; Supt. of Sch., Emmetsburg, Iowa, since 1952.
- Lee, Amos C., B.A.'22, Drake Univ.; M.A.'34, State Univ. of Iowa; Supt. of Sch., West Des Moines, Iowa, since 1942.
- Lillard, D. R., B.A.'27, Morningside Col.; M.A.'36, State Univ. of Iowa; Supt. of Sch., Winterset, Iowa, since 1942.
- Logan, Jack M., A.B.'15, Drake Univ.; M.A.'27, State Univ. of Iowa; Supt. of Sch., Waterloo, Iowa, since 1942.
- Logan, Lawrence A., B.A.'29, Drake Univ.; M.A.'35, State Univ. of Iowa; Supt. of Sch., Shenandoah, Iowa, since 1945.
- Loomer, James A., B.A.'48, Iowa State Tchrs. Col.; M.A.'51, Tchrs. Col., Columbia Univ.; Supt. of Fairview Consol. Sch., Alta, Iowa, since 1953.
- Lunan, Frank A., B.A.'17, Tarkio Col.; M.A.'24, State Univ. of Iowa; Supt. of Sch., Chariton, Iowa, since 1945.
- Lynch, E. B., B.A.'21, Iowa State Tchrs. Col., Cedar Falls; M.A.'27, State Univ. of Iowa; Supt. of Sch., Red Oak, Iowa, since 1944.
- McBurney, John H., A.B.'20, Morningside Col.; M.A.'26, State Univ. of Iowa; Supt. of Sch., Webster City, Iowa, since 1944.
- McCombs, Newell D., A.B.'20, D.Ed.'43, Simpson Col.; M.A.'27, State Univ. of Iowa; LL.D.'44, Drake Univ.; Supt. of Sch., Des Moines, Iowa, since 1941.
- McCurdy, Melvin B., B.A.'29, Parsons Col.; M.A.'39, State Univ. of Iowa; Supt. of Sch., Hansell, Iowa.
- McPhail, Harry R., B.S.'32, Baker Univ.; M.A.'38, State Univ. of Iowa; Supt. of Sch., Ames, Iowa.
- Macaulay, William B., B.A.'32, Cornell Col.; M.S.'39, Drake Univ.; Supt. of Sch., Andrew, Iowa, since 1950.
- Mahnke, Carl F., B.S.'22, Iowa State Col.; Pres., Voc. Guidance Films, Inc., Des Moines, Iowa, since 1940.
- Martin, Charles Francis, B.A.'15, State Univ. of Iowa; Exec. Secy., Iowa State Educ. Assn., Des Moines, Iowa, since 1946.
- Maucker, James William, B.A.'33, Augustana Col.; M.A.'36, Ph.D.'40, State Univ. of Iowa; Pres., Iowa State Tchrs. Col., Cedar Falls, Iowa, since 1950.
- Messe, Clyde D., M.A.'36, State Univ. of Iowa; Supt. of Sch., Humboldt, Iowa, since 1947.
- Messer, Harold C., B.S.'26, Parsons Col.; M.A.'30, State Univ. of Iowa; Supt. of Sch., Williamsburg, Iowa, since 1943.
- Molsberry, W. W., M.S.'39, Iowa State Col.; Co. Supt. of Sch., Sigourney, Iowa, since 1951.
- Morse, A. S., A.B.'16, Knox Col.; M.A.'27, Univ. of Minn.; Supt. of Co. Sch., West Union, Iowa, since 1944.
- Mounce, James Rex, B.A.'19, Coe Col.; M.A.'24, State Univ. of Iowa; Supt. of Sch., Clinton, Iowa, since 1944.
- Mourer, Russel J., B.S.'18, Purdue Univ.; M.A.'28, Tchrs. Col., Columbia Univ.; Supt. of Sch., Council Bluffs, Iowa, since 1948.
- Moyers, A. Edison, B.A.'12, Tabor Col.; M.S.'22, Iowa State Agri. and Mech. Col.; Supt. of Sch., Menlo, Iowa.
- Nodland, Marvin T., B.A.'26, Cornell Col.; M.A.'35, State Univ. of Iowa; Supt. of Sch., Sioux City, Iowa, since 1946.
- Norris, Ralph C., B.A.'28, M.A.'34, Colo. State Col. of Educ.; Polk Co. Supt. of Sch., Des Moines, Iowa, since 1945.
- Obermeier, M. H., B.S.'24, Iowa Wesleyan Col.; M.A.'39, Univ. of Mo.; Supt. of Sch., Tingley, Iowa, since 1950.
- Ojemann, Ralph H., B.S.'23, M.S.'24, Univ. of Ill.; Ph.D.'29, Univ. of Chicago, Iowa Child Welfare Research Sta., State Univ. of Iowa, Iowa City, Iowa, since 1929.
- Palmer, Donald D., B.S.'29, Iowa State Tchrs. Col., Cedar Falls; M.A.'39, State Univ. of Iowa; Supt. of Brooklyn Independent Sch., Brooklyn, Iowa, since 1932.
- *Parker, Clyde, A.B.'30, Franklin Col.; A.M.'31, Ind. State Tchrs. Col.; LL.D.'53, Upper Iowa Univ.; Supt. of Sch., Cedar Rapids, Iowa, since 1945.
- Parker, Jessie M., A.B., Des Moines Univ.; B.Pd., Valparaiso Univ.; LL.D., Buena Vista Col.; State Supt. of Pub. Instr., Des Moines, Iowa, since 1935.
- Paschal, Harland L. R., B.S.'36, Parsons Col.; M.A.'40, State Univ. of Iowa; Supt. of Sch., Fort Madison, Iowa, since 1945.

- Findley, W. C., A.B.'14, Bellevue Col.; M.A.'25, State Univ. of Iowa; Asst. Supt. of Sch., Des Moines, Iowa, since 1941.
- Forney, W. Paul, B.A.'27, M.A.'42, State Univ. of Iowa; Supt. of Independent Sch., Sibley, Iowa, since 1946.
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- Fuller, Albert C., B.A.'11, State Univ. of Iowa, LL.D., Buena Vista Col.; Dir. Emeritus, Bur. of Alumni Serv. and Pub. Sch. Relations, Iowa State Tchrs. Col., Cedar Falls, Iowa, since 1947.
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- Gambach, Ralph W., B.S.'36, Buena Vista Col.; M.A.'50, State Univ. of Iowa, Supt. of Consol. Sch., Tipton, Iowa, since 1953.
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- Garner, Buford W., B.S.'39, Northwest Mo. State Col., M.A.'46, Univ. of Kansas City; Supt. of City Sch., Iowa City, Iowa, since 1952.
- Gettys, Joe L., B.A.'19, Grinnell Col.; M.A.'32, State Univ. of Iowa, Supt. of Sch., Oakalocaa, Iowa, since 1947.
- Gibson, Robert W., M.A.'31, Univ. of Mich.; Supt. of Sch., Eagle Grove, Iowa, since 1944.
- Graebat, B. H., M.A.'34, State Univ. of Iowa; Supt. of Sch., Waukon, Iowa, since 1943.
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- Griewe, C. S., B.A.'23, Morningside Col.; M.A.'37, Univ. of Colo.; Supt. of Sch., Sac City, Iowa, since 1946.
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- Hagman, Harlan Lawrence, B.E., Northern Ill. State Tchrs. Col., DeKalb, M.A., Ph.D., Northwestern Univ.; Dean, Col. of Educ., Drake Univ., Des Moines, Iowa, since 1950.
- Hahn, Charles W., B.A.'39, Coe Col.; M.S.E.'48, Drake Univ.; Supt. of Sch., Ackley, Iowa, since 1951.
- Halverson, B. G., B.S.'33, Iowa State Col.; Co. Supt. of Sch., Carroll, Iowa, since 1948.
- Hancher, Virgil M., B.A.'18, J.D.'24, State Univ. of Iowa; B.A.'22, M.A.'27, Oxford Univ., England; LL.D.'41, Grinnell Col.; LL.D.'41, St. Ambrose Col., L.H.D.'43, Cornell Col.; LL.D.'44, Northwestern Univ., Litt.D.'44, Beloit Col.; LL.D.'49, Univ. of Southern Calif.; Pres., State Univ. of Iowa, Iowa City, Iowa, since 1940.
- Harbaugh, Kenneth E., B.A.'33, Hastings Col., M.A. in Ed.'45, Univ. of Nebr., Supt. of Sch., Manson, Iowa, since 1951.
- Harold, John W., M.A.'42, State Univ. of Iowa; Supt. of Sch., Carroll, Iowa, since 1953.
- Harrison, Albert E., B.A.'04, Parsons Col.; Co. Supt. of Sch., Storm Lake, Iowa, since 1915.
- Hartman, W. Harold, B.A.'28, Iowa State Tchrs. Col., Cedar Falls; M.A.'38, State Univ. of Iowa; Black Hawk Co. Supt. of Sch., Waterloo, Iowa, since 1948.
- Hartrell, Wylie W., B.A.'20, Simpson Col.; M.A.'37, State Univ. of Iowa; Supt. of Sch., Albion, Iowa, since 1937.
- Hatfield, D. H., M.S.'43, Drake Univ.; Supt. of Sch., West Bend, Iowa, since 1952.
- *Hawk, Rupert Adam, A.B.'24, Grinnell Col.; M.A.'34, State Univ. of Iowa; Assoc. Prof. of Econ., Controller and Bus. Mgr., Grinnell Col., Grinnell, Iowa, since 1947.
- Hedemann, R. F., M.A.'42, State Univ. of Iowa; Supt. of Sch., West Branch, Iowa, since 1947.
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- Hetzel, Walter L., B.A.'29, Upper Iowa Univ.; M.A.'34, LL.B.'39, State Univ. of Iowa; Supt. of Sch., Decorah, Iowa, since 1951.
- Hilburn, W. C., B.S.'28, M.S.'40, Iowa State Col. of Agr. and Mech. Arts; Supt. of Sch., Iowa Falls, Iowa, 1945-53.
- Hogian, John C., B.A.'23, M.A.'32, State Univ. of Iowa; Supt. of Sch., Marshalltown, Iowa, since 1946.
- *Horn, Ernest, B.S.'07, A.M.'08, Univ. of Mo.; Ph.D.'14, Columbia Univ.; Prof. of Educ. and Dir., Univ. Elem. Sch., State Univ. of Iowa, Iowa City, Iowa, since 1915.
- Hoth, Donald L., B.A.'37, Upper Iowa Univ.; M.A.'48, State Univ. of Iowa; Supt. of Consol. Sch., Lamont, Iowa, since 1950.
- Howell, Fannie G., B.A.'24, Marion Col. (Ind.); Floyd Co. Supt. of Sch., Charles City, Iowa, since 1933.
- Hoyt, C. O., A.B.'18, Grinnell Col.; M.A.'30, Columbia Univ.; Asst. Supt. of Sch., Des Moines, Iowa, since 1941.
- Hungerford, J. B., B.A.'29, Upper Iowa Univ.; Supt. of Sch., Coggon, Iowa, since 1940.
- Iseoberger, W. W., M.A.'48, State Univ. of Iowa; Supt. of Norway Consol. Sch., Norway, Iowa, since 1950.
- Iverson, Lowell L., B.A.'31, Luther Col.; M.A.'43, Univ. of Iowa; Supt. of Sch., Rockwell City, Iowa, since 1951.
- Johansen, Marvin J., B.A.'29, Iowa State Tchrs. Col., Cedar Falls; M.A.'45, State Univ. of Iowa, Supt. of Sch., West Liberty, Iowa, since 1947.
- Johanson, Arthur A., B.A.'25, Morningside Col.; M.A.'32, Univ. of Iowa; Supt. of Sch., Muscatine, Iowa, since 1937.
- Johnson, Elmer L., B.A.'43, Iowa State Tchrs. Col.; M.S. in Ed.'47, Drake Univ.; Supt. of Sch., Anamosa, Iowa, since 1950.
- Johnson, Winfred Foote, A.B.'20, Aurora Col.; M.A.'27, Univ. of Wis.; Supt. of Sch., Spencer, Iowa, since 1940.
- Johstee, Carsten T., B.A.'30, Iowa State Tchrs. Col., Cedar Falls; M.A.'41, Colo. State Col. of Educ.; Supt. of Sch., Osage, Iowa, since 1948.

Wise, Roy W., B.A.'33, Parsons Col.; M.A.'45, State Univ. of Iowa, Supt. of Sch., Mediapolis, Iowa, since 1950.

Woodruff, Leonard L., B.A.'23, Parsons Col.; M.S.'32, State Univ. of Iowa; Co. Supt. of Sch., Burlington, Iowa, since 1932.

Wright, James C., A.B.'27, Drake Univ.; M.A.'36, State Univ. of Iowa; Supt. of Sch., Keokuk, Iowa, since 1940.

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Anderson, Kenneth E., B.S.'32, M.A.'34, Ph.D.'49, Univ. of Minn.; Dean, Sch. of Educ., Univ. of Kansas, Lawrence, Kansas, since 1952.

Arnold, A. S., B.S. in Ed.'34, M.S. in Ed.'39, Kansas State Tchrs. Col., Emporia; Supt. of Sch., Cimarron, Kansas, since 1948.

Ayer, Selon G., B.B.A.'33, M.B.A.'33, Univ. of Texas; Ed.D.'52, Univ. of Kansas; Supt. of Haskell Inst., Lawrence, Kansas, since 1942.

Baker, H. H., Ph.D.'47, Univ. of Colo.; Prof. of Educ., Univ. of Wichita, Wichita, Kansas, since 1947.

Barkley, Gerald Eugene, B.S.'42, Southwest Mo. State Col.; M.S.'49, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Riverton, Kansas, since 1953.

Berges, William R., A.B.'18, Southwestern Col.; A.M.'26, Univ. of Chicago; Prin., Mathewson Jr. H.S., Wichita, Kansas.

Bergman, Frank V., B.S.'17, Kansas State Tchrs. Col., Emporia; M.A.'29, Univ. of Colo.; Supt. of Sch., Manhattan, Kansas, since 1942.

Bevan, Earl R., B.S. in Ed.'29, Kansas State Tchrs. Col., Emporia; M.S. in Ed.'36, Univ. of Kansas; Supt. of Sch., Pittsburg, Kansas, since 1951.

*Bigler, Frank William, A.B.'27, Southwestern Col.; M.A.'36, Univ. of Wichita; Prin. of Jr. H. S., El Dorado, Kansas, since 1946.

Black, William Albert, B.S.'26, M.S.'34, Kansas State Tchrs. Col., Emporia; Ph.D.'42, Univ. of Colo.; Head, Dept. of Educ. and Dir. of Tchr. Tr., Kansas State Tchrs. Col., Pittsburg, Kansas, since 1947.

Briner, Francis William, B.S. in Ed.'23, Kansas State Tchrs. Col., Emporia; M.A. in Ed.'32, Tchrs. Col., Columbia Univ.; Supt. of Sch., Harper, Kansas, since 1941.

Brown, Minter E., A.B.'22, Southwestern Col.; M.A.'31, Univ. of Kansas; Dir. of Professional Relations, Kansas State Tchrs. Assn., Topeka, Kansas, since 1944.

Bryan, Hugh, B.S.'25, Kansas State Col. of Agr. and Applied Science; M.S.'37, Kansas State Tchrs. Col., Emporia; Supt. of Sch., Leavenworth, Kansas, since 1943.

Buchanan, James H., A.B.'28, Univ. of Denver; A.M.'32, Ed.D.'49, Univ. of Colo.; Dir. of Graduate Div., Kansas State Tchrs. Col., Emporia, Kansas, since 1950.

Buhler, Arnold, B.S.'38, Bethel Col. (Kansas); M.A.'49, Municipal Univ. of Wichita; Supt. of Sch., Medicine Lodge, Kansas, since 1952.

Buller, John, Jr., A.B.'28, Bethel Col. (Kansas); A.M.'38, Univ. of Kansas; Supt. of City Sch., Lyons, Kansas, since 1953.

Carr, Wilmot D., A.B.'24, Ottawa Univ.; M.A.'37, Univ. of Kansas; Supt. of Sch., Anthony, Kansas, since 1944.

Cashman, Lee R., M.S.'48, Kansas State Col.; Prin. of Atchinson Co. Community H. S., Effingham, Kansas, since 1951.

Chandler, H. E., A.B.'11, Washburn Col.; A.M.'27, Tchrs. Col., Columbia Univ.; Assoc. Prof. of Educ. and Dir., Tchrs. Appointment Bur., Univ. of Kansas, Lawrence, Kansas, since 1934.

Chrisman, Paul G., B.S.'36, M.S.'40, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Baxter Springs, Kansas, 1947-53.

Colvin, C. Fred, B.S. in Ed.'37, Kansas State Tchrs. Col., Emporia; M.A.'42, Colo. State Col. of Educ.; Dir. of Special Serv., Pub. Sch., Wichita, Kansas, since 1953.

Cooper, Paul B., B.S.'20, Kansas State Tchrs. Col., Emporia; M.S.'38, Univ. of Kansas; Supt. of Sch., Derby, Kansas, since 1948.

Crawford, William H., A.B.'29, Southwestern Col. (Kansas); A.M.'33, Univ. of Kansas; Ed.D.'52, Univ. of Colo.; Supt. of Sch., Dodge City, Kansas, since 1953.

Crown, Winton L., B.A.'49, M.A.'50, Fort Hays Kansas State Col.; Supt. of Sch., Burden, Kansas, since 1953.

Cullison, Jess O., B.S.'37, Northwestern State Col.; Ed.M.'40, Phillips Univ.; Head, Educ. Dept., Ottawa Univ., Ottawa, Kansas, since 1953.

Cunningham, Morton C., B.A.'26, Westminster Col. (Mo.); M.Ed.'37, Ed.D.'44, Univ. of Mo.; Pres., Fort Hays Kansas State Col., Hays, Kansas, since 1949.

Cushman, George L., M.S.'39, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Protection, Kansas, since 1949.

Davis, Glenn M., B.S. in Ed.'35, M.S. in Ed.'40, Kansas State Tchrs. Col., Emporia; Prin., Rural H. S., Moscow, Kansas, since 1951.

Dedrick, Lillian I., A.B.'33, A.M.'34, Univ. of Wichita; Butler Co. Supt. of Sch., El Dorado, Kansas, since 1943.

Deever, Harold, A.B.'33, Southwestern Col.; A.M.'38, Colo. State Col. of Educ.; Supt. of Sch., Larned, Kansas, since 1953.

DeLay, Calvin W., B.S.'35, Kansas State Tchrs. Col., Emporia; M.S.'40, Univ. of Kansas; Supt. of Sch., Yates Center, Kansas, since 1947.

DeLett, Fred, A.B.'32, M.S.'46, Fort Hays Kansas State Col.; Supt. of Sch., Garfield, Kansas, since 1945.

Dent, Harold C., B.S. in Ed.'38, Kansas State Tchrs. Col., Emporia; M.A. in Ed. State Tchrs. Col., Emporia; Supt. of Dist. Sch., '50, Univ. of Denver; Supt. of Dist. Sch., Prairie Village, Kansas, since 1948.

- Peet, John Herbert, B.A.'16, Cornell Col.; M.A.'28, Univ. of Chicago; Supt. of Sch., Cedar Falls, Iowa, since 1935.
- Pence, W. G., A.B.'12, B.S.'21, Northeast Mo. State Tchrs. Col. Kirksville, M.S.'22, Univ. of Chicago; Supt. of Sch., Fairfield, Iowa, since 1927.
- Peterson, Clifford C., A.B.'30, Iowa State Tchrs. Col.; M.A.'41, Iowa Univ.; Supt. of Sch., Indianola, Iowa, since 1951.
- Peterson, Elmer T., A.B.'17, Augustana Col.; A.M.'22, Tchrs. Col., Columbia Univ.; Ph.D.'27, State Univ. of Iowa; Dean, Col. of Educ., State Univ. of Iowa, Iowa City, Iowa, since 1946.
- Petty, Walter T., A.B., B.S. in Ed.'40, Central Mo. State Col.; M.A.'50, State Univ. of Iowa; Graduate Student, State Univ. of Iowa, Iowa City, Iowa, since 1953.
- Pickett, Louis L., A.B.'21, Mo. Wesleyan Col.; M.S.'23, Iowa State Col. of Agr. and Mech. Arts; Supt. of Sch., Ruthven, Iowa, since 1948.
- Pickett, Paul C., B.A.'36, Parsons Col.; M.A.'51, State Univ. of Iowa; Supt. of Sch., Fayette, Iowa, since 1953.
- Polton, Russell C., M.A.'40, Univ. of Iowa; Supt. of Sch., Tabor, Iowa, since 1939.
- Prehm, Ernest A., B.A.'17, Grinnell Col.; M.A.'29, State Univ. of Iowa; Supt. of Sch., Jefferson, Iowa, since 1947.
- Rand, Sidney A., B.A.'38, Concordia Col. (Minn.); C.T.'43, Luther Theol. Sem., Prea, Waldorf Col., Forest City, Iowa, since 1951.
- Rappe, P. N., B.A.'36, Luther Col.; Ed.M.'47, Univ. of S. Dak.; Supt. of Consol. Sch., New London, Iowa, since 1949.
- Ritter, Elmer L., A.B.'14, Ind. Univ.; M.A.'16, Ph.D.'20, State Univ. of Iowa, Dir. of Extension, Iowa State Tchrs. Col., Cedar Falls, Iowa, since 1948.
- Schell, M. M., A.B.'21, Cornell Col., M.A.'32, State Univ. of Iowa; Supt. of Sch., Washington, Iowa, since 1944.
- Schindler, Elmer Paul, B.A.'23, Iowa State Tchrs. Col., M.A.'30, State Univ. of Iowa; Supt. of Story Co. Sch., Nevada, Iowa, since 1937.
- Schuler, A. H., B.A.'32, Westmar Col.; M.A.'42, Colo. State Col. of Educ.; Supt. of Sch., Atlantic, Iowa.
- Schwartz, Alfred, B.E.'43, Chicago Tchrs. Col.; M.A.'46, Ph.D.'49, Univ. of Chicago; Assoc. Prof. of Educ., Col. of Educ., Drake Univ., Des Moines, Iowa, since 1949.
- Scott, Donald R., A.B.'28, Gettysburg Col.; M.A.'37, Syracuse Univ.; Ph.D.'47, Cornell Univ.; Asst. Prof. of Rural Educ., Iowa State Tchrs. Col., Cedar Falls, Iowa, since 1947.
- Seydal, E. Paul, B.A.'32, Cornell Col. (Iowa); M.A.'46, Univ. of S. Dak.; Dean of Jr. Col., and Prin. of H. S., Fort Dodge, Iowa, since 1953.
- Shannon, S. Boyd, B.A.'30, M.A.'36, State Univ. of Iowa; Supt. of Sch., Monticello, Iowa, since 1944.
- Shepolsky, Lawrence H., B.A.'32, Iowa State Tchrs. Col., Cedar Falls; M.A.'39, State Univ. of Iowa; Supt. of Sch., Mason City, Iowa, since 1947.
- Shupp, Walter A., B.A.'17, Coe Col.; M.A.'42, State Univ. of Iowa; Linn Co. Supt. of Sch., Cedar Rapids, Iowa, since 1936.
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- Simester, Lloyd A., B.A.'41, Cornell Col.; M.A.'52, State Univ. of Iowa; Supt. of Sch., Dunkerton, Iowa, since 1952.
- Smith, John Edgar, M.A.'25, Univ. of Minn.; Co. Supt. of Sch., Emmetsburg, Iowa, since 1950.
- Smith, Lloyd H., B.S. in Ed.'25, Southeast Mo. State Col.; M.A.'31, Univ. of Mo.; Madison Co. Supt. of Sch., Winterset, Iowa, since 1948.
- Snider, Frank J., B.S.'19, Iowa Wesleyan Col.; M.A.'28, State Univ. of Iowa; Johnson Co. Supt. of Sch., Iowa City, Iowa, since 1937.
- Speas, Richard M., A.B.'27, William Penn Col.; M.A.'49, Univ. of Iowa; Supt. of Sch., Atkins, Iowa, since 1953.
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- Staven, LaVier L., B.A.'43, Carroll Col.; M.S.'50, Drake Univ.; Supt. of Sch., Jordan, Iowa, since 1948.
- Swanson, (Mrs.) L. W., B.S.'33, Simmons Col.; Member, Bd. of Educ., Mason City, Iowa, since 1951.
- Thomas, C. E., B.A.'30, Tarkio Col.; M.A.'46, Univ. of Colo.; Supt. of Sch., Manila, Iowa, since 1953.
- Tabbs, Earl L., B.S. in Math.'40, Iowa State Tchrs. Col., Cedar Falls; M.S. in Ed.'43, Drake Univ.; Supt. of Sch., Dow, Iowa, since 1946.
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- Van Cleave, Arlana R., B.S.'20, Coa Col.; Harrison Co. Supt. of Sch., Logan, Iowa, since 1929.
- Vanderlinden, J. S., B.S.'21, M.A.'28, State Univ. of Iowa; Supt. of Sch., Parry, Iowa, since 1935.
- Van Dyke, R. F., B.A.'30, Drake Univ.; M.A.'36, State Univ. of Iowa; Supt. of Sch., Bedford, Iowa, since 1945.
- Van Horn, Keith W., B.A.'43, M.S. in Ed.'47, Drake Univ.; Supt. of Sch., Forest City, Iowa, since 1951.
- Vanner, Carl Lee, B.S.'47, M.S.'50, Drake Univ.; Supt. of Sch., Strahan, Iowa, since 1949.
- Varner, Charles S., B.A.'33, Macalester Col.; M.A.'45, Drake Univ.; Supt. of Consol. Sch., Johnston, Iowa, since 1946.
- Vasey, Hamilton G., A.B.'36, Ill. Col.; M.A.'38, State Univ. of Iowa; Supt. of Sch., Independence, Iowa, since 1947.
- Vernon, Chester B., A.B.'14, Baker Univ.; A.M.'20, Columbia Univ.; Ed.D.'35, Univ. of Southern Calif.; Supt. of Sch., Marion, Iowa, since 1926.
- Wereman, Frederick H., LL.B. and J.D.'14, John Marshall Law Sch.; B.S. in Ed.'22, Lewis Inst.; B.D.'26, Univ. of Chicago; Prin. of Chicago Christian H. S., Chicago, Ill., 1927-31. Address: 101 East Maurice St., Orange City, Iowa.
- Williams, Harold J., B.S.'16, Iowa State Col.; M.A.'30, State Univ. of Iowa; Supt. of Sch., Davenport, Iowa, since 1947.

- Kelley, Thomas D., M.S.'38, Kansas State Tchrs. Col., Pittsburg; Admin. Asst. to Supt. of Sch., Wichita, Kansas, since 1949.
- Kier, Hazel A., B.S.'34, Univ. of Kansas; M.A.'39, Univ. of Minn.; Dir. of Intermediate Grades and Sec. Educ., Kansas City, Kansas, since 1940.
- Kintigh, W. B., A.B.'25, York Col.; M.E.'37, Univ. of Kansas; Supt. of Sch., Olathe, Kansas, since 1936.
- Kittle, Ruth, A.B.'29, Washburn Col.; Penmanship Supvr., Pub. Sch., Topeka, Kansas, since 1924.
- Klemm, D. F., B.S.Ed.'19, B.S.'36, M.S.Ed.'37, Ft. Hays Kansas State Col.; Prin. of H. S., Gove, Kansas, since 1949.
- Kliwer, Orville P., B.S. in Ed.'48, M.S.'51, Kansas State Tchrs. Col., Emporia; Head of Bus. Educ. Dept., Hillsboro, Kansas, since 1948.
- Klotz, V. A., M.A.'33, Univ. of Kansas; Supt. of Sch., Coffeyville, Kansas, since 1950.
- Knox, Carl S., M.S. in Ed.'46, Univ. of Kansas; Supt. of Sch., Eureka, Kansas.
- Krieger, Robert H., B.S.'42, Kansas State Tchrs. Col., Pittsburg; M.A.'50, Colo. State Col. of Educ.; Supt. of Sch., Burlington, Kansas, since 1952.
- Kroesch, Edward D., A.B.'15, Ottawa Univ.; A.M.'16, Univ. of Kansas; Supt. of Sch., Hoxington, Kansas, since 1925.
- Lafferty, Charles W., B.S.'37, M.S.'40, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Atchison, Kansas, since 1950.
- Lauber, E. C., A.B.'34, North Central Col. (Ill.); M.E.'47, Univ. of Kansas; Prin., Jr. H. S., Dodge City, Kansas, since 1947.
- Lessig, E. Paul, A.B.'31, Col. of Emporia (Kansas); M.S.'42, Kansas State Tchrs. Col., Emporia; Asst. Supt. of City Sch., Leavenworth, Kansas, since 1951.
- Ludikay, Donald R., B.S.'27, Baker Univ.; M.E.'34, Univ. of Kansas; Prin., Trego Community H.S., Wakeeney, Kansas, since 1947.
- Lloyd, Glenn O., B.S.'49, M.A.'52, Kansas State Col. of Agr. and Applied Science; Supt. of Sch., Lenexa, Kansas, since 1952.
- Loveless, Paul C., Supt. of Sch., Scott City, Kansas.
- Lowe, Harold E., M.A.'51, Univ. of Kansas City; Supt., Elem. Sch., Merriam, Kansas.
- McBride, Mollie, B.S. in H.Ec.'33, Kansas State Col. of Agr. and Applied Science; Supt. of Rawlins Co. Sch., Atwood, Kansas, since 1949.
- McConnell, Donald A., B.S.'20, Kansas State Tchrs. Col., Emporia; M.A.'27, Tchrs. Col., Columbia Univ.; Supt. of Sch., Junction City, Kansas, since 1939.
- McCoy, John, B.S.'39, M.S.'48, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Humboldt, Kansas, since 1953.
- McEachen, Howard D., A.B.'25, Nebr. State Tchrs. Col., Wayne; A.M.'35, Univ. of Nebr.; Supt. of Instr., Shawnee-Mission H. S., Merriam, Kansas, since 1944.
- McElroy, Wilbur A., B.S.'31, McPherson Col.; M.A.'38, Univ. of Kansas; Prin. of Washburn Rural H. S., Topeka, Kansas, since 1943.
- Martin, Bernard, B.S.'31, M.S.'38, Fort Hays Kansas State Col.; Prin. of Rural H. S., Chase, Kansas, since 1947.
- Martin, Joel N., A.B.'30, Bethany Col.; M.S.'39, Kansas State Tchrs. Col., Emporia; Supt. of Sch., Ellsworth, Kansas, since 1947.
- Mase, Wayne E., B.S.'32, M.S.'39, Kansas State Tchrs. Col., Emporia; Supt. of Sch., St. John, Kansas, since 1945.
- Miller, Clifford D., B.S.'29, M.S.'35, Ft. Hays Kansas State Col.; Coordinator, Audio-Visual Educ., Bd. of Educ., Wichita, Kansas, since 1939.
- Miller, D. L., B.S.'29, McPherson Col.; M.S.'38, Colo. A. and M. Col.; Supt. of Sch., Greensburg, Kansas, since 1950.
- Morrell, John S., B.S. in Agr.'23, Univ. of Mo.; Supt. of Sch., Beloit, Kansas, since 1930.
- Munson, Willard D., A.B.'24, Col. of Emporia; M.S.'34, Kansas State Col., Manhattan; Supt. of Sch., Mulvane, Kansas, since 1951.
- Neely, Melvin E., B.S.'36, Kansas State Tchrs. Col., Pittsburg; M.A.'39, Columbia Univ.; Supt. of City Sch., Columbia, Kansas, since 1946.
- O'Fallon, O. Kenneth, A.B.'37, M.A.'41, Western State Col. of Colo.; Ed.D.'52, Univ. of Colo.; Assoc. Prof. of Educ. Admin., Kansas State Col., Manhattan, Kansas, since 1950.
- Ostenberg, Joe W., A.B.'24, Bethany Col.; A.M.'33, Univ. of Kansas; Supt. of Sch., Iola, Kansas, since 1946.
- Ostenberg, W. M., A.B.'24, Bethany Col.; A.M.'39, Colo. State Col. of Educ.; Supt. of Sch., Salina, Kansas, since 1950.
- Parker, Henry A., B.S.'29, Kansas State Tchrs. Col., Pittsburg; M.A.'35, Univ. of Kansas; Supt. of Sch., Ottawa, Kansas, since 1948.
- Phillips, Clyde U., B.S.'18, Kansas State Tchrs. Col., Pittsburg; A.M.'26, Univ. of Chicago; Supt. of Sch., Hays, Kansas, since 1931.
- Plath, Ernest C., B.S.'44, M.S. in Ed.'47, Univ. of Kansas; Supt. of Sch., Madison, Kansas.
- Potwin, R. W., A.B.'10, Univ. of Kansas; A.M.'27, Univ. of Chicago; Supt. of Sch., McPherson, Kansas, since 1915.
- Powell, Jackson O., Ph.D.'50, Syracuse Univ.; Dean, Col. of Educ., Univ. of Wichita, Wichita, Kansas, since 1950.
- Reed, Albert J., A.B.'18, Washburn Municipal Univ.; M.A.'36, Univ. of Kansas; Supt. of Sch., Kiowa, Kansas, since 1937.
- Reichley, E. V., B.S.'32, Baker Univ.; M.A.'40, Univ. of Colo.; Supt. of Sch., Wellington, Kansas, since 1947.
- Reida, G. W., A.B.'27, Municipal Univ. of Wichita; M.A.'39, Colo. State Col. of Educ.; Supt. of Sch., Clearwater, Kansas, since 1945.
- Rice, Cleo Willard, A.B.'31, Col. of Emporia (Kansas); M.E.'38, Univ. of Kansas; Supt. of Sch., Blue Rapids, Kansas, since 1952.
- Richards, W. M., B.Sc.'19, Kansas State Tchrs. Col., Emporia; M.Sc.'26, Univ. of Kansas; Supt. of City Sch., Emporia, Kansas, since 1935.
- Riggs, John Forest, B.S.'25, Ottawa Univ.; M.A.'42, Colo. State Col. of Educ.; Prin. of Rural H. S., Lakin, Kansas, since 1948.

KANSAS

- Dewey, R. E., Pres., Southwestern Col., Winfield, Kansas.
- Duncan, Ralph L., B.A.'30, Univ of Kansas; M.A.'38, Univ. of Colo.; Prin. Sublette Rural H. S., Sublette, Kansas, since 1948.
- Engelhardt, John L., A.B.'22, Southwestern Col.; M.A.'23, Univ of Kansas, Prof. of Educ., Southwestern Col., Winfield, Kansas, since 1953.
- Esping, K. O., A.B.'38, Bethany Col.; M.S.'46, Kansas State Col. of Agri and Applied Science, Supt. of Sch., Council Grove, Kansas, since 1948.
- Ester, Wynne W., B.S.'31, M.S.'41, Kansas State Tchrs. Col., Pittsburg; Prin. Rural H.S., Gorham, Kansas, since 1945.
- Evans, Evan, A.B.'20, Baker Univ., A.M.'28, Univ of Chicago; Supt. of Sch., Hickory Grove-Overland Park Dist. 110, Overland Park, Kansas, since 1952.
- Fisher, Buford E., M.S. in Ed. Admin.'47, Kansas State Tchrs. Col., Supt. of City Sch., Chanute, Kansas, since 1951.
- Fitzgerald, Sister Mary Paul, B.A.'29, Kansas Univ.; M.A.'32, Ph.D.'37, St. Louis Univ., Vicepres. of St. Mary Col., Xavier, Kansas, since 1949.
- Fleming, W. C., A.B.'37, Ottawa Univ.; A.M.'39, Colo. State Col. of Educ.; Supt. of Sch., Fowler, Kansas, since 1953.
- Forker, Marvin P., B.S. in Ed.'37, Ft. Hays Kansas State Col., M.S. in Ed.'41, Univ. of Kansas, Supt. of Sch. Dist. 2, Liberal, Kansas, since 1952.
- Fowler, Wade C., B.S. in Ed.'21, Central Mo State Tchrs. Col., Warrensburg; M.A.'31, Ed.D.'38, Tchrs. Col., Columbia Univ., Supt. of Sch., Wichita, Kansas, since 1945.
- Gahnstrom, Ruth, Co. Supt. of Sch., Salina, Kansas.
- Galla, K. R., A.B.'21, Bethel Col.; A.M.'24, Univ of Chicago; Dean, Jr. Col., Arkansas City, Kansas, since 1945.
- Gammon, Delore, B.S.'29, Kansas State Tchrs. Col., Emporia; M.A.'37, Tchrs. Col., Columbia Univ., Dir. of Elem. Educ., Pub. Sch., Wichita, Kansas, since 1943.
- Giffin, Walter C., A.B.'42, M.A.'46, Univ of Kansas City, Supt. of Roesland Sch. Dist., Kansas City, Kansas, since 1944.
- Gilbaugh, John W., B.S.'47, M.S.'48, Kansas State Tchrs. Col., Pittsburg, Supt. of Sch., Humboldt, Kansas, 1950-53.
- Gill, Howard, B.S.'27, Kansas State Tchrs. Col., Pittsburg, Supt. of Sch., Cherryvale, Kansas, since 1944.
- Glad, Amos W., A.B.'16, Bethany Col. (Kansas); A.M.'24, Univ of Kansas, Supt. of Sch., Pratt, Kansas, since 1931.
- Godwin, Wendell R., A.B.'26, De Pauw Univ., M.A.'32, Univ of Chicago, Supt. of Sch., Topeka, Kansas, since 1951.
- Golladay, Edna Lois, B.S. in Ed.'52, Kansas State Tchrs. Col.; Co. Supt. of Pub. Instr., Fort Scott, Kansas, since 1947.
- Gordon, C. A., B.S. in Ed.'22, M.S. in Ed.'40, Kansas State Tchrs. Col., Emporia; Supt. of Sch., Baldwin, Kansas, since 1951.
- Griggs, E. W., A.B.'23, Drury Col.; M.S.'37, Kansas State Col., Manhattan; Supt. of Planeview Pub. Sch., Wichita, Kansas, since 1953.
- Guthridge, Wallace H., M.A.'28, Univ. of Kansas; M.S.'36, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Parsons, Kansas, since 1941.
- Haberbosch, John F., B.S.'35, M.S.'36, Life Admin. Certificate '49, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Fort Scott, Kansas, since 1953.
- Harnly, Paul W., A.B.'15, McPherson Col.; A.M.'16, Univ. of Kansas; A.M.'32, Tchrs. Col., Columbia Univ.; Ed.D.'38, Stanford Univ.; Dir. of Sec. Educ., Pub. Sch., Wichita, Kansas, since 1945.
- Harrison, Forrest W., Raymond, Kansas.
- Harrison, Raymond H., B.S.'29, Central State Col. (Okla.); M.S.'41, Okla. A. and M. Col., Supt. of Sch., Elkhart, Kansas, since 1945.
- Hawk, Herbert C., A.B.'22, Midland Col. (Nebr.); M.A.'24, Univ. of Wis.; Supt. of Sch., Winfield, Kansas, since 1952.
- Hayden, Murlie M., B.S.'25, M.S.'35, Kansas State Tchrs. Col., Emporia; Supt. of Sch., Lincoln, Kansas, since 1940.
- Heller, Ray E., B.S.'33, M.S.'38, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Neodasha, Kansas, since 1951.
- Henley, Ursula, M.A.'35, Univ. of Kansas; Dir. of Curriculum, State Dept. of Educ., Topeka, Kansas, since 1947.
- Heoria, Marion W., B.S.'37, M.S.'50, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Sterling, Kansas, since 1951.
- Hermanson, Joe L., Ph.D.'33, State Univ. of Iowa; Dean of Liberal Arts, Bethany Col., Lindsborg, Kansas, since 1948.
- Hesser, P. C., B.S.'36, M.A.'44, Phillips Univ.; Supt. of Sch., Fredonia, Kansas.
- Hill, Kenneth S., B.S.'36, Kansas State Tchrs. Col., Pittsburg; M.S.'39, Univ. of Kansas; Supt. of Sch., Stafford, Kansas, since 1953.
- Hines, Walter, B.S.'36, Kansas State Col. of Agri. and Applied Science; M.A.'41, Univ. of Colo.; Prin., Highland Park Rural H.S., Topeka, Kansas, since 1946.
- Horn, Nelson Paxson, B.A.'16, Mo. Wesleyan Col.; B.D.'18, D.D.'37, Garrett Biblical Inst.; M.A.'19, Northwestern Univ.; Pres., Baker Univ., Baldwin, Kansas, since 1936.
- Horst, Orville, M.A.'50, Columbia Univ.; Supt. of Sch., Kingman, Kansas, since 1953.
- Howell, Fred H., B.S.'30, Fort Hays Kansas State Col.; M.S.'37, Univ. of Kansas; Prin., Rural H. S., Haven, Kansas, since 1949.
- Hughes, Rees H., A.B.'13, LL.D.'41, Washburn Univ.; M.A.'30, Tchrs. Col., Columbia Univ.; Pres., Kansas State Tchrs. Col., Pittsburg, Kansas, since 1941.
- Iden, Thomas L., A.B.'22, Kansas Wesleyan Univ.; A.M.'29, Western State Col. of Colo.; Supt. of Sch., Russell, Kansas, since 1939.
- James, Carl A., A.B.'29, Col. of Emporia; M.S.'35, Univ. of Southern Calif.; D.Ed.'50, Univ. of Kansas; Supt. of Sch., Concordia, Kansas, since 1947.
- Johnson, C. Ray, B.S.'47, M.Ed.'49, Phillips Univ.; Supt. of Sch., Hardtner, Kansas, since 1950.
- Jones, J. R., A.B.'20, Hamline Univ.; M.A.'36, Univ. of Colo.; Supt. of Sch., Garden City, Kansas, since 1940.
- Kampschroeder, W. C., B.S.'27, M.S.'31, Univ. of Kansas; Dir., Sch. Facilities Serv., State Dept. of Educ., Topeka, Kansas, since 1951.

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- Belcher, Eddie W., 671 Madlon Ct., Louisville, Ky.
- Belt, R. A., B.S.'20, M.A.'37, Univ. of Ky.; Supt. of Sch., Dawson Springs, Ky., since 1936.
- Burkhead, G. C., B.S.'29, Western Ky. State Tchrs. Col.; Hardin Co. Supt. of Sch., Elizabethtown, Ky., since 1934.
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- Caldwell, L. C., A.B.'25, Marshall Col.; M.A.'27, George Peabody Col. for Tchrs.; Supt. of Sch., Ashland, Ky., 1946-52.
- Carmichael, Omer, A.B.'14, Univ. of Ala.; A.M.'24, Columbia Univ.; Supt. of Sch., Louisville, Ky., since 1945.
- *Carr, John Wesley, A.B.'83, A.M.'90, Ind. Univ.; Ph.D.'13, New York Univ.; Pres., Dept. of Superintendence, 1905-06; Honorary Life Member, American Assn. of Sch. Admin. Address: State Tchrs. Col., Murray, Ky.
- Cherry, Ralph W., A.B.'30, Maryville Col. (Tenn.); M.A.'38, Univ. of Ky.; Ed.D.'42, Tchrs. Col., Columbia Univ.; Supt. of Sch., Owensboro, Ky., since 1949.
- Coffman, Ben F., A.B. in Ed.'29, M.A.'40, Univ. of Ky.; Supt., Bourbon Co. Sch., Paris, Ky., since 1952.
- Crosthwait, Ted L., B.S.'38, Morehead State Col. (Ky.); M.S.'43, Calif. Inst. of Tech.; Dir., Purchases and Stores, Louisville Pub. Sch., Louisville, Ky., since 1952.
- Dale, C. S., B.S. and M.A.'21, Univ. of Ill.; Supt. of Sch., Bellevue, Ky., since 1942.
- Dickey, Frank G., A.B.'39, Transylvania Col.; M.A.'42, Ed.D.'47, Univ. of Ky.; Dean, Col. of Educ., Univ. of Ky., Lexington, Ky., since 1950.
- Dodson, James Marvin, A.B.'39, M.A.'42, Western Ky. State Col.; Dir., Pub. Relations, Ky. Educ. Assn., Louisville, Ky., since 1950.
- Eckel, Howard, A.B.'40, Southwestern Col. (Kansas); M.A.'45, Univ. of Mich.; Ed.D. '52, Tchrs. Col., Columbia Univ.; Assoc. Prof., Col. of Educ., Univ. of Ky., Lexington, Ky., since 1952.
- Estes, Kenneth A., M.A.'48, George Peabody Col. for Tchrs.; Bus. Mgr., City Sch., Owensboro, Ky., since 1948.
- Evans, Henry R., B.S. in Ed.'34, Morehead State Col. (Ky.); M.S. in Ed.'41, Univ. of Ky.; Supt. of City Sch., Russell, Ky., since 1952.
- Farley, C. H., B.S.'28, Eastern Ky. State Col.; Pike Co. Supt. of Sch., Pikeville, Ky., since 1934.
- Fiser, H. Barton, B.S.'41, M.A.'48, Murray State Col.; Christian Co. Supt. of Sch., Hopkinsville, Ky., since 1948.
- Fossitt, F. J., A.B.'21, Transylvania Col.; M.A.'28, Univ. of Ky.; Asst. Supt. of Sch., Covington, Ky., since 1950.
- Gates, Newell L., B.S.'33, M.A.'35, Ph.D. '51, Ohio State Univ.; Dean, Ashland Jr. Col., Ashland, Ky., since 1951.
- Gatton, R. Harper, A.B.'12, LL.D.'36, Georgetown Col.; A.M.'26, Univ. of Chicago; Hopkins Co. Supt. of Sch., Madisonville, Ky., since 1914.
- Gilbert, Ted C., A.B.'39, M.A.'47, Eastern Ky. State Col.; Supt. of Pub. Sch., Mayaville, Ky., since 1950.
- Gillaspie, Kenneth G., A.B.'24, Georgetown Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Supt. of City Sch., Georgetown, Ky., since 1952.
- Hager, Cornelius R., A.B.'34, Asbury Col.; B.D.'38, Asbury Theol. Sem.; M.A.'41, Univ. of Ky.; Jessamine Co. Supt. of Sch., Nicholasville, Ky., since 1947.
- Hamilton, Thomas P., M.A.'42, Univ. of Ky.; Supt. of Sch., Campbellsville, Ky., since 1945.
- Hartstern, Fred J., Architect, 200 McDowell Bldg., 505 S. 3rd St., Louisville, Ky.
- Hecker, Stanley, Supt. of Sch., Midway, Ky., until 1953.
- Hereford, Karl T., Asst. Supt. of Fayette Co. Sch., Lexington, Ky.
- Herr, Ben B., A.B.'20, Transylvania Col.; M.A.'23, Columbia Univ.; Bus. Mgr. of Pub. Sch., Lexington, Ky., since 1934.
- Hopkins, P. H., B.A.'07, Georgetown Col.; Supt. of Sch., Somerset, Ky., since 1927.
- Hopper, Robert L., B.S.'41, North Texas State Col.; M.Ed.'47, Harvard Univ.; Ph.D.'51, N. Y. Univ.; Prof. and Chmn., Dept. of Educ. Admin. and Dir., Bureau of Sch. Serv., Col. of Educ., Univ. of Ky., Lexington, Ky., since 1951.
- Koffman, Gladstone, A.B.'15, Union Univ., (Tenn.); A.M.'28, Univ. of Chicago; Supt. of Sch., Hopkinsville, Ky., since 1932.
- Lassiter, Alford Lee, B.S.'19, Col. of William and Mary; M.A.'30, Columbia Univ.; Supt. of Sch., Richmond, Ky., since 1941.
- McGuire, Heman H., A.B.'38, Morehead State Col. (Ky.); Carter Co. Supt. of Sch., Grayson, Ky., since 1938.
- Martin, Robert R., A.B.'34, Eastern Ky. State Col.; M.A.'40, Univ. of Ky.; Ed.D. '51, Tchrs. Col., Columbia Univ.; Asst. Dir. of Research and Statistics, State Dept. of Educ., Frankfort, Ky., since 1948.
- Maynard, Fred, A.B.'27, M.A.'40, Univ. of Ky.; Co. Supt. of Sch., Greenup, Ky., since 1942.
- Meece, L. E., A.B.'31, M.A.'32, Ph.D.'38, Univ. of Ky.; Prof. of Educ., Univ. of Ky., Lexington, Ky., since 1941.
- Milbern, Joda, M.A. in Ed.'50, Eastern Ky. State Col.; Supt., Lincoln Co. Sch., Stanford, Ky., since 1950.
- Moore, W. J., A.B.'25, A.M.'28, Ph.D.'31, Univ. of Ky.; Dean, Eastern Ky. State Col., Richmond, Ky., since 1945.

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- Robinson, William C., A.B.'26, Ph.B.'35, Washburn Municipal Univ.; M.A.'38, Tchrs. Col., Columbia Univ.; Supt. of Sch., Abilene, Kansas, since 1940.
- Russell, Robert H., B.S.'35, Kansas State Col.; M.S.'44, Kansas State Tchrs. Col., Pittsburg, Prin. of Rural H.S., Paxico, Kansas
- Saffel, Thomas F., B.S.Ed.'46, M.Ed.'50, Univ. of Kansas, Supt. of Sch., Douglass, Kansas, since 1952
- Salser, George Alden, A.B.'16, Southwestern Col.; M.A.'24, Univ. of Chicago; Prin. of Horace Mann Sch., Wichita, Kansas, since 1941.
- Sanborn, Leo A., B.S.'34, M.S.'38, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Riverton, Kansas, since 1943.
- Schadt, R. Marvin, B.S.'34, Park Col.; M.A.'36, Univ. of Mich.; Supt. of Sch., Ellinwood, Kansas, since 1946
- Schlagle, F. L., B.S.'16, Kansas State Tchrs. Col., Emporia, M.A.'23, Tchrs. Col., Columbia Univ.; Pres., Natl. Educ. Assn., 1944-46; Supt. of Sch., Kansas City, Kansas, since 1932.
- Schroedermeier, A. G., A.B.'18, North Central Col.; M.A.'35, Univ. of Kansas; Dodge City Jr. Col., Dodge City, Kansas, since 1953.
- Scott, H. W., B.A.'23, Baker Univ., M.B.A.'32, Denver Univ., Supt. of Sch., Newton, Kansas, since 1951.
- Seaton, Paul D., A.B.'49, M.A.'51, Univ. of Kansas City, Supt. of Antioch Sch., Merriam, Kansas, since 1949.
- Selby, Paul J., B.S. in Ed.'28, Ft. Hays Kansas State Col.; Supt., Rozel Consol. Sch., Rozel, Kansas.
- Simmonds, Ivan, M.A.'51, Kansas State Col.; Supt. of Pub. Sch., Hill City, Kansas, since 1951.
- Sloan, Clair M., B.S.'33, M.S.'41, Kansas State Tchrs. Col., Emporia; Supt. of Sch., Minneapolis, Kansas, since 1945
- Small, Lowell A., B.S.'27, Kansas Wesleyan Univ.; M.A.'35, Univ. of Colo.; Supt. of Sch., Hutchinson, Kansas, since 1951.
- Soderstrom, LaVern W., A.B.'24, Bethany Col.; M.A.'34, Univ. of Kansas, Supt. of Sch., Lindsborg, Kansas, since 1931.
- Spong, Clarence R., S.B.'32, Ottawa Univ.; M.A.'39, Univ. of Kansas; Supt. of Sch., Syracuse, Kansas, since 1950.
- Staerkel, William, B.A.'42, Bethel Col.; M.Ed.'48, Univ. of Kansas; Ed.D.'53, Stanford Univ.; Prin. of H. S., El Dorado, Kansas.
- Stark, M. F., B.S. in Ed.'22, Kansas State Tchrs. Col., Emporia; Ed.M.'33, Harvard Univ.; Supt. of City Sch., Hlawatha, Kansas, since 1935.
- Stevens, Evan Ray, M.S.'25, Univ. of Kansas; Supt. of Sch., Independence, Kansas, since 1946.
- Strange, C. E., B.S.Ed Adm.'26, Kansas State Tchrs. Col., Emporia; M.A.Ed Adm.'36, Univ. of Chicago; Prin. of Wichita H. S., North Wichita, Kansas, since 1945.
- Streeter, Helen, M.A.'36, Tchrs. Col., Columbia Univ.; Dir. of Kdgn.-Primary Grade, Pub. Sch., Kansas City, Kansas, since 1936.
- Sward, John I., A.B.'23, Bethany Col.; A.M.'38, Colo. State Col. of Educ.; Supt. of Sch., Valley Center, Kansas, since 1937.
- Swartz, Daniel V., A.B.'31, Southwestern Col.; M.A.'38, Univ. of Colo.; Supt. of Sch., Great Bend, Kansas, since 1953.
- Taylor, Roy H., A.B.'25, Colo. State Tchrs. Col.; A.M.'41, Univ. of Wichita; Prin., Ingalls Elem. Sch., Wichita, Kansas, since 1945.
- Taylor, Ted Rollen, B.S.'29, M.S.'34, Kansas State Tchrs. Col., Pittsburg; Supt. of City Sch., Girard, Kansas, since 1939.
- Terrell, B. E., B.S. in Ed.'34, Ft. Hays Kansas State Col.; M.S. in Ed.'39, Univ. of Kansas; Prin. of Pleasant Valley Elem. Sch., Wichita, Kansas, since 1953.
- Thomas, Frank, A.B.'30, Col. of Emporia; A.M.'40, Kansas Univ.; Supt. of Sch. Dist. 110 and 16, Valley Falls, Kansas, since 1945.
- Throckmorton, Adel F., A.B.'20, Southwestern Col.; M.A.'29, Univ. of Kansas; State Supt. of Pub. Instr., Topeka, Kansas, since 1949.
- Tracy, Lester L., A.B.'39, Drury Col.; M.Ed.'49, Ed.D.'51, Univ. of Mo.; Dir. of Placement, Kansas State Tchrs. Col., Pittsburg, Kansas, since 1951.
- Trimmell, Sidney E., B.S.'38, M.S.'46, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Howard, Kansas, since 1946.
- Twente, John W., A.B.'10, Central Wesleyan Col.; M.A.'16, Univ. of Kansas; Ph.D.'23, Tchrs. Col., Columbia Univ.; Prof. of Educ., Univ. of Kansas, Lawrence, Kansas, since 1925.
- Vineyard, Jerry J., A.B.'21, William Jewell Col.; A.M.'27, Ed.D.'46, Univ. of Mo.; Supt. of Sch., Arkansas City, Kansas, since 1947.
- Wantland, Clarence L., B.S.'49, M.S.'49, Kansas State Tchrs. Col., Pittsburg; Prin. of Roesland Elem. Sch., Mission, Kansas, since 1953.
- Watkins, George Earl, A.B.'18, McPherson Col.; M.A.'30, Univ. of Kansas; Supt. of Sch., Paola, Kansas, since 1948.
- Webb, Harold V., M.S. in Ed.'49, Kansas State Tchrs. Col., Emporia; Supt. of Sch., Bucklin, Kansas, since 1950.
- Wedell, George H., B.S.'24, Kansas State Tchrs. Col., Emporia; M.E.'34, Univ. of Kansas; Supt. of Sch., Stafford, Kansas, 1946-53 (retired).
- Welch, Claude A., A.B.'31, Sterling Col.; M.S.'43, Kansas State Tchrs. Col., Emporia; Prin., Greeley Co. Community H.S., Tribune, Kansas, since 1949.
- Wilbur, L. E., A.B.'28, Friends Univ.; Aest. Supt. in charge of Bus. Affairs, Bd. of Educ., Wichita, Kansas, since 1947.
- Wolfe, William D., A.B.'17, Ed.D.'35, Col. of Emporia; M.E.'29, Univ. of Kansas; Supt. of Sch., Lawrence, Kansas.
- Wolfgang, D. E., B.S.'22, Ottawa Univ.; M.E.'42, Univ. of Kansas; Supt. of Sch., Marysville, Kansas, since 1933.
- Wright, C. O., A.B.'20, A.M.'21, Univ. of Mo.; Exec. Secy., Kansas State Tchrs. Assn., Topeka, Kansas, since 1941.
- Yeagan, Gordon A., A.B.'32, M.S.'40, Kansas State Tchrs. Col., Pittsburg; Supt. of Goodland Elem. Sch., and Sherman Community H. S., Goodland, Kansas, since 1952.
- York, George A., B.S. in Ed.'24, Kansas State Tchrs. Col., Pittsburg; M.E.'35, Univ. of Kansas; Supt. of City Sch., Oawatomie, Kansas, since 1924.

- Emmons, Morelle, B.A.'37, La. Polytech. Inst.; M.A.'40, La. State Univ.; Lincoln Parish Supt. of Sch., Ruston, La., since 1948.
- Ferran, Rose Marie, B.A.'25, M.A.'29, Tulane Univ.; Dir. of Instr., Kdgn.-Prim. Grades, Pub. Schs., New Orleans, La., since 1943.
- Fitzpatrick, Stanley, B.S.'37, M.A.'38, Tulane Univ.; Asst. Dir. of Personnel, Orleans Parish Sch., New Orleans, La., since 1932.
- Footc, John M., M.A.'23, George Peabody Col. for Tchrs.; D.Ed.'36, La. State Univ. Address: 1853 Blouin Ave., Baton Rouge, La.
- Ford, G. W., A.B.'26, Northwestern State Col. of La.; M.A.'31, La. State Univ.; Supt. of City Sch., Lake Charles, La., since 1948.
- Frazar, Lether Edward, A.B.'28, Southwestern La. Inst.; M.A.'32, La. State Univ.; Pres., McNeese State Col., Lake Charles, La., since 1944.
- Hanchey, K. R., M.S.'36, La. State Univ.; Supt. of Sch., Beauregard Parish, DeRidder, La., since 1930.
- Jackson, Shelby M., B.S.'26, M.S.'34, La. State Univ. and A. and M. Col., State Supt. of Pub. Educ., State Dept. of Educ., Baton Rouge, La., since 1948.
- Janvier, Carmelite, B.A.'11, M.A.'13, Tulane Univ. Address: 1130 Eighth St., New Orleans, La.
- Johns, William Christy, B.S.'28, George Peabody Col. for Tchrs.; M.A.'40, La. State Univ.; Asst. Supt. of Caddo Parish Sch., Shreveport, La., since 1945.
- Jordan, A. L., A.B.'32, Morehouse Col.; M.A.'51, Atlanta Univ.; Supvg. Prin. of Central Memorial H. S., Bogalusa, La., since 1936.
- Kennedy, Donald L., B.S.'43, M.E.'49, La. State Univ.; Asst. Supt. of Sch., Shreveport, La., since 1953.
- Kerr, R. V., A.B.'15, Univ. of Tenn.; Supt., Bossier Parish Sch., Bossier, La., since 1921.
- Koonce, John D., B.A.'34, La. Polytech. Inst.; M.E.'46, La. State Univ.; Supt., Jackson Parish Sch., Jonesboro, La., since 1948.
- Landry, J. C., B.A.'22, Southwestern La. Inst.; M.A.'33, La. State Univ.; Parish Supt. of Sch., Lafayette, La., since 1948.
- Landry, Thomas R., B.A.'31, Southwestern La. Inst.; M.A.'39, La. State Univ.; State Supvr. of Elem. Sch., State Dept. of Educ., Baton Rouge, La., since 1949.
- Lsvergne, Remi, B.A.'22, M.A.'25, La. State Univ.; Supt. of West Baton Rouge Parish Sch., Port Allen, La., since 1948.
- Lee, E. A., A.B.'24, Northwestern State Col. of La.; Parish Supt. of Sch., Natchitoches, La., since 1925.
- Lucky, S. G., M.A.'39, La. State Univ.; Morehouse Parish Supt. of Sch., Bastrop, La., since 1949.
- Martin, H. G., B.S.'03, Univ. of Mo.; Dir., Isaac Delgado Central Trades Sch., New Orleans, La., since 1920.
- Moncla, Robert O., B.A.'23, La. State Univ.; Supt. of Educ., Lafourche Parish, Thibodaux, La., since 1942.
- Moncla, Samuel A., B.A.'26, Southwestern La. Inst.; M.A.'37, La. State Univ.; St. Landry Parish Supt. of Sch., Opelousas, La., since 1943.
- Olinda, Patrick, B.A.'31, M.A.'39, La. State Univ.; Supt., Plaquemines Parish Sch., Pointe a la Hache, La., since 1942.
- Perry, Currie L., B.A.'31, Northwestern State Col. of La.; M.A.'45, La. State Univ.; Asst. Supt., Caddo Parish Sch. Bd., Shreveport, La., since 1948.
- Phillips, M. A., M.A.'50, George Peabody Col. for Tchrs.; Supt. of Madison Parish Sch., Tallulah, La., since 1953.
- Pitcher, J. E., B.S.'18, La. State Univ.; Webster Parish Supt. of Sch., Minden, La., since 1936.
- Prather, H. Lee, A.B.'10, LL.B.'12, Univ. of Mo.; Pres., Northwestern State Col. of La., Natchitoches, La., since 1950.
- Redmond, James Francis, M.A.'40, Ed.D.'48, Tchrs. Col., Columbia Univ.; Supt. of Orleans Parish Sch., New Orleans, La., since 1953.
- Rives, V. C., B.S.'23, Miss. State Col.; Tensas Parish Supt. of Educ., St. Joseph, La., since 1930.
- Robertson, J. B., B.A.'28, M.A.'40, La. State Univ.; Dir., Div. of Elem. and Sec. Educ., State Dept. of Educ., Baton Rouge, La.
- Robertson, Minns Sledge, B.A.'21, Northwestern State Col. of La.; M.A.'23, Ph.D.'25, George Peabody Col. for Tchrs.; Research Prof. of Educ. and Assoc. Dir., Bureau of Educ. Research, La. State Univ., Baton Rouge, La., since 1948.
- Shows, S. M., B.A.'26, Northwestern State Col.; Supt. of DeSoto Parish Sch., Mansfield, La., since 1926.
- Sigler, A. L., B.S.'31, Northwestern State Col. of La.; M.A.'40, La. State Univ.; Supt., Red River Parish Sch., Coushatta, La., since 1941.
- Smith, L. L., Allen Parish Sch., Oberlin, La.
- Terrebonne, L. P., A.B.'21, Southwestern La. Inst.; M.A.'21, Ph.D.'40, La. State Univ.; Iberville Parish Supt. of Educ., Plaquemine, La., since 1929.
- Thatcher, Fred G., B.I.'04, La. Polytech. Inst.; Exec. Secy., La. Sch. Bd. Assn., Baton Rouge, La., since 1947.
- Walker, O. Perry, B.E.'22, Tulane Univ.; M.S.'39, La. State Univ.; First Asst. Supt. of Sch., New Orleans, La., since 1953.
- Ward, William W., A.B.'34, Northwestern State Col.; M.Ed.'46, La. State Univ.; Supt., Ouachita Parish Sch., Monroe, La., since 1952.
- Whelan, (Rev.) James F., Ph.D.'38, Ohio State Univ.; Chmn., Dept. of Educ., Loyola Univ., New Orleans, La., since 1937.
- White, Roscoe H., A.B.'23, A.M.'26, Univ. of Colo.; Caddo Parish Supt. of Sch., Shreveport, La., since 1943.
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KENTUCKY

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- O'Donnell, William F., A.B.'12, LL.D.'43, Transylvania Col., M.A.'32, Tchrs. Col., Columbia Univ., Pres., Eastern Ky. State Col., Richmond, Ky., since 1941.
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- Ridgway, John M., B.A.'31, Minn. State Tchrs. Col., Morehead, M.A.'36, Univ. of Ky., Supt. of Sch., Lexington, Ky., since 1951.
- Scott, Frank D., M.A.'30, Univ. of Ky.; Fleming Co. Supt. of Sch., Flemingsburg, Ky., since 1944.
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- Snapp, Carlos V., A.B.'23, M.A.'32, Univ. of Ky.; Supt. of Sch., Jenkins, Ky., since 1929.
- Spain, Charles R., A.B.'36, Bethel Col. (Tenn.); M.A.'37, George Peabody Col. for Tchrs., Ed.D.'41, Columbia Univ.; Pres., Morehead State Col., Morehead, Ky.
- Swearingen, Orville L., A.B.'29, Univ. of Ky.; Pulaski Co. Supt. of Sch., Somerset, Ky., since 1946.
- Swing, Glenn O., B.A.'16, M.A.'17, Ohio State Univ., Supt. of Sch., Covington, Ky., since 1927.
- Taylor, Herman W., B.A.'29, Lincoln Memorial Univ.; M.A.'39, George Peabody Col. for Tchrs.; Simpson Co. Supt. of Sch., Franklin, Ky., since 1945.
- Thomasson, R. Case, A.B.'25, Centre Col. of Ky.; M.A.'36, Univ. of Ky., Supt. of Sch., Middlesboro, Ky., since 1944
- Turner, (Mrs.) Marie R., A.B.'29, Morehead State Col. (Ky.); Breathitt Co. Supt. of Sch., Jackson, Ky., since 1931.
- Turpen, Noah C., B.S.'29, Middle Tenn. State Col., M.A.'32, George Peabody Col. for Tchrs.; Ed.D.'41, Tchrs. Col., Columbia Univ.; Fayette Co. Supt. of Sch., Lexington, Ky., since 1949.

- VanHoose, Richard, A.B.'35, Georgetown Col.; M.A. in Ed.'39, Univ. of Ky.; Jefferson Co. Supt. of Sch., Louisville, Ky.
- Ward, Edwio R., M.A.'36, Univ. of Ky.; Asst. Supt. and Bus. Mgr., Fayette Co. Sch., Lexington, Ky., since 1949.
- Ward, (Mrs.) Emma B., A.B.'36, Univ. of Ky.; Supt. of Anderson Co. Sch., Lawrenceburg, Ky., since 1948.
- Walls, J. Evelyn, A.B.'24, Univ. of Louisville; M.A.'34, Columbia Col.; Asst. Prin., Shawnee H. S., Louisville, Ky., since 1930.
- Woods, Ralph H., Ph.B.'21, Berea Col.; B.S. in Agr.'23, M.A.'27, Univ. of Ky.; Ph.D.'30, Cornell Univ.; Pres., Murray State Col., Murray, Ky., since 1945.

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LOUISIANA

INDIVIDUAL MEMBERS

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- Barrow, Clark L., B.A.'23, M.A.'34, La. State Univ.; M.A.'35, Ph.D.'39, Columbia Univ.; Pres., Southeastern La. Col., Hammond, La., 1952-53.
- Beard, Rex, B.A.'24, Miss. State Col.; Supt. East Baton Rouge Parish Sch., Baton Rouge, La., since 1952.
- Becker, Ernest O., B.A.'16, M.A.'18, B.B.A.'20, Tulane Univ.; Asst. Supt. of Sch., New Orleans, La., since 1944.
- Bond, George W., B.S.'20, Univ. of Ark.; M.A.'23, Univ. of Chicago; Ed.D.'38, Columbia Univ.; Dean, Sch. of Educ., La. Polytech. Inst., Ruston, La., since 1945.
- Bourgeois, Lionel J., Sr., B.A., Jefferson Col.; M.A., Tulane Univ.; LL.B., Loyola Univ.; Supt. of Sch., New Orleans, La., 1946-51. Address: 1034 City Park Ave., New Orleans, La.
- Caldwell, S. A., Ph.D.'34, Univ. of Texas; Dean of Jr. Div., La. State Univ., Baton Rouge, La., since 1944.
- Carmouche, Norman Edward, B.A.'27, M.A.'44, La. State Univ.; Assumption Parish Supt. of Sch., Plattenville, La.
- Cayer, L. A., B.A.'25, La. Col.; Avoyelles Parish Supt. of Sch., Marksville, La., since 1937.
- Clark, Felton G., A.B.'24, Beloit Col.; A.M.'25, Ph.D.'33, Columbia Univ.; Pres., Southern Univ. and A. and M. Col., Baton Rouge, La., since 1938.
- Colbert, Charles R., B.Arch.'43, Univ. of Texas; M.S.Arch.'47, Columbia Univ.; Supv. Archt., Orleans Parish Sch. Bd., New Orleans, La., since 1950.
- Cusick, Wayne N., A.B.'28, Ill. Col.; M.S.'41, La. State Univ. and A. and M. Col.; Dean of Men and Assoc. Prof. of Educ., McNeese State Col., Lake Charles, La., since 1944.
- Dyson, Luther Haley, Jr., A.B.'30, M.A.'37, La. State Univ.; Pres., Southeastern La. Col., Hammond, La.
- Eley, Edwin William, B.A.'18, Earlham Col.; First Asst. Supt. of Sch., New Orleans, La., since 1932.

- *Smith, Payson, A.M.'03, Tufts Col.; LL.D. '08, Univ. of Maine; Litt.D.'09, Bates Col.; Litt.D.'11, Bowdoin Col.; D.Ed., R. I. Col. of Educ.; LL.D., Norwich Univ.; LL.D., Northeastern Univ.; LL.D. '35, Springfield Col.; D.Ed., Colby Col.; Pres., Dept. of Superintendence, 1923-24; Honorary Life Member, American Assn. of Sch. Admin.; Lecturer, Sch. of Educ., Univ. of Maine, Orono, Maine.
- Smith, Ralph S., A.B.'30, Bowdoin Col.; Ed.M.'44, Univ. of Maine; Supt., Sch. Union 76, Stonington, Maine.
- Sullivan, Neil V., B.S.E.'39, Mass. State Tchrs. Col., Fitchburg; M.A.'41, Columbia Univ.; Supt. of Sch., Sanford, Maine, since 1950.
- Veayo, Galen I., B.A.'31, M.A.'42, Univ. of Maine; Supt. of Sch., Madawaska, Maine, since 1953.
- *Webber, Elmer Harrison, B.Pd.'15, Univ. of Maine; A.M.'23, Bates Col.; Pres., Webber Inst., Mt. Vernon, Maine, since 1945.
- Wennera, Paul Joseph, A.B.'24, A.M.'26, Boston Col.; Ed.M.'44, Ed.D.'52, Harvard Univ.; Prin., Robert W. Traip Academy, Kittery, Maine, since 1944.
- Wheeler, Paul P., Designer, Alonzo J. Harriman Co., Auburn, Maine.
- Wieden, Clifford O. T., B.S.'23, Acadia Univ.; Ed.M.'34, Bates Col.; Pres., Aroostook State Tchrs. Col., Presque Isle, Maine, since 1952.
- Wiggin, Harold A., B.B.A.'23, Ed.M.'34, Boston Univ.; Supt. of Sch., Union 75, Union, Maine, since 1949.
- Wish, Fred D., Jr., A.B.'13, Bowdoin Col.; Supt. of Sch., Hartford, Conn., 1923-51 (retired). Address: R.F.D., South Windham, Maine.
- Woodman, Orlando C., B.A.'16, Bates Col.; Supt. of Sch. Union 44, Gardiner, Maine, since 1944.
- Woodworth, A. Alden, Supt. of Sch., Lewiston, Maine.
- Brish, William Murray, A.B.'28, Franklin and Marshall Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Washington Co. Supt. of Sch., Hagerstown, Md., since 1947.
- Broening, Angela M., A.B., Goucher Col.; A.M., Ph.D., Johns Hopkins Univ.; Asst. Dir. of Research, Pub. Sch., Baltimore, Md.
- Broome, Edwin W., LL.B.'17, A.B.'21, LL.D. '53, George Washington Univ.; Litt.D.'45, Univ. of Md.; Montgomery Co. Supt. of Sch., Rockville, Md., 1917-53 (retired).
- Brown, Edward W., B.S.'23, Princeton Univ.; Head Master, Calvert Sch., Baltimore, Md., since 1940.
- Busick, James G., B.S.'33, M.Ed.'51, Univ. of Md.; Supt. of Sch., Dorchester Co., Cambridge, Md., since 1952.
- Byrd, Harry Clifton, B.S.'08, Univ. of Md.; LL.D.'36, Washington Col.; LL.D.'38, Dickinson Col.; D.Sc.'39, Western Md. Col.; Pres., Univ. of Md., College Park, Md., since 1936.
- Carlson, C. Allen, B.Pd.'14, Pa. State Tchrs. Col., Mansfield; B.S.'36, A.M.'38, Univ. of Md.; Somerset Co. Supt. of Sch., Princess Anne, Md., since 1940.
- Certain, (Mrs.) Julia L., M.A.'23, A.B. in L.S.'42, Univ. of Mich.; Head, Dept. of Educ., Philosophy and Religion, Enoch Pratt Free Library, Baltimore, Md., since 1946.
- Chapman, Harold Benjamin, B.A.'11, Yale Univ.; M.A.'24, Tchrs. Col., Columbia Univ.; Ph.D.'26, Ohio State Univ.; Asst. Dir., Bureau of Research and Statistics, Pub. Sch., Baltimore, Md., since 1926.
- Clary, Sally, Prin. of Homewood Sch., Baltimore, Md., since 1932.
- Clements, (Mrs.) G. R., Member, Bd. of Educ., Anne Arundel Co., Annapolis, Md.
- Compton, Lillian C., B.A.'14, W. Va. Univ.; M.A.'28, Columbia Univ.; Pres., Md. State Tchrs. Col., Frostburg, Md., since 1945.
- Cooper, Paul D., B.S.'39, Western Md. Col.; M.Ed.'43, Univ. of Md.; Worcester Co. Supt. of Sch., Snow Hill, Md., since 1948.
- Cooper, William P., A.B.'23, Western Md. Col.; M.A.'32, Univ. of Md.; Dir. of Cafeterias, Allegany Co. Bd. of Educ., Cumberland, Md., since 1943.
- Corr, Reade W., A.B.'26, Univ. of Richmond; M.A.'38, Columbia Univ.; Kent Co. Supt. of Sch., Chestertown, Md., since 1947.
- Davis, James Willard, A.B.'15, Washington Col.; M.A.'24, Tchrs. Col., Columbia Univ.; Talbot Co. Supt. of Sch., Easton, Md., since 1935.
- Davis, Lillian B., A.B.'17, Goucher Col.; Sc.D.'26, Johns Hopkins Univ.; Supvr. of Health Educ., Pub. Sch., Baltimore, Md., since 1928.
- Dawson, Sheldon B., A.B.'37, High Point Col. (N.C.); Supvr. of Pupil Personnel, Bd. of Educ., Salisbury, Md., since 1952.
- Dawson, Walter W., Garrett Co. Bd. of Educ., Oakland, Md.
- Dent, Lettie Marshall, A.B.'15, Western Md. Col.; St. Marys Co. Supt. of Sch., Leonardtown, Md., since 1928.
- Devilbiss, Wilbur, B.A.'25, Western Md. Col.; M.A.'35, Univ. of Md.; Ed.D.'46, George Washington Univ.; Dean, Col. of Educ., Univ. of Md., College Park, Md., since 1952.

MARYLAND

INDIVIDUAL MEMBERS

- Adams, Mary A., B.S.'25, M.A.'30, Johns Hopkins Univ.; Asst. Supt. of Sch., Baltimore, Md., since 1942.
- *Allan, Harold A., A.B.'06, Bates Col.; Honorary Life Member, American Assn. of Sch. Admin.; Asst. Secy. for Bus., Natl. Educ. Assn. 1923-49; Trustee, Natl. Educ. Assn., since 1948. Address: 6211 Georgia St., Chevy Chase, Md.
- Avery, George E., B.S.'41, Colo. A. and M. Col.; Grad. Asst., Univ. of Md., College Park, Md., since 1952.
- Beall, Irl H., M.E.'49, Univ. of Md.; Prin., Gray Manor Elem. Sch., Dundalk, Md., since 1950.
- Bender, Charles O., Pres., Bd. of Educ., Grantsville, Md.
- Bennett, J. M., A.B.'10, Western Md. Col.; Wicomico Co. Supt. of Sch., Salisbury, Md., since 1917.
- Blackwell, Jefferson Davis, B.S.'14, Univ. of Mo.; A.M.'23, Tchrs. Col., Columbia Univ.; Ph.D.'29, Johns Hopkins Univ.; Pres., Md. State Tchrs. Col., Salisbury, Md., since 1935.

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Andrews, Roland B., B.S.'28, Colby Col.; M.Ed.'41, Univ. of Maine, Supt. of Supvy. Sch. Union 121, Presqua Isle, Maine, since 1943.

Annas, Philip A., B.S.'28, Bates Col.; Ed.M.'43, Univ. of Maine; Assoc. Deputy Commr. for Sec. Educ., State Dept. of Educ., Augusta, Maine, since 1943

Bagley, Laurence P., A.B.'26, M.A.'37, Bates Col.; Supt. of Sch., Union 114, Island Falls, Maine, since 1944.

Bailey, Francis Louis, B.A.'21, A.M.'24, Univ. of Mich.; Ph.D.'39, Columbia Univ.; Pres. Gorham State Tchrs. Col. Gorham, Maine, since 1940.

Beal, George E., A.B.'16, A.M.'41, Bowdoin Col.; A.M.'34, Bates Col.; Supt. of Sch., South Portland, Maine, since 1940

Brackett, Anthony G. L., B.S.'33, Middlebury Col.; Ed.M.'42, Harvard Univ.; Supt. of Supvy. Sch Union 12, Westbrook, Maine, since 1947.

Brcy, Alfred A., B.S.'37, Tufts Col.; M.S.'39, Univ. of Mesa; Supt. of Supvy. Sch. Union 32, Canton, Maine, since 1951.

Carpenter, Roland J., B.S.'22, M.Ed.'39, Bates Col.; Supt. of Sch., Bangor, Maine, since 1943.

Clifford, Harold B., A.B.'16, M.A.'41, Bates Col.; Supt. of Sch., Union 49, East Boothbay, Maine, since 1925.

Crabtree, Paul L., Secy-Treas, Assoc. Exhibitors of the Natl. Educ. Assn., Island Falls, Maine, since 1936

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Cyr, Albert A., A.B.'31, Harvard Univ.; Supt. of Sch. Union 129, Fort Kent, Maine, since 1948

Day, Lorey Clifford, B.A.'13, M.A.'16, Clark Univ.; Supt. of Supvy. Sch Union 1, Kittery, Maine, since 1945

Espy, Herbert G., Ed.D.'29, Harvard Univ.; Commr. of Educ., State Dept. of Educ., Augusta, Maine, since 1952.

Fernald, Waldron E., A.B.'27, Univ. of Maine; A.M.'40, Brown Univ.; Supt. of Sch. Union 108, Danforth, Maine, since 1951.

Gallagher, Erwin A., B.S. in Ed.'47, Univ. of Maine; Supt. of Supvy. Sch. Union 56, Skowhegan, Maine.

Gordon, Asa A., B.S. in Ed.'50, Maine State Tchrs. Col., Farmington; Supt. of Sch. Union 65, Albion, Maine, since 1951.

Grant, Buford L., B.S.'43, Univ. of Maine; Supt. of Sch. Union 69, Camden, Maine, since 1951.

Graana, Porter C., B.S. in M.E.'28, M.Ed.'42, Univ. of Vt.; Headmaster, Thornton Academy, Saco, Maine, since 1946.

Hala, William Wallace, B.S.'25, Colby Col.; M.Ed.'43, Univ. of Maine; Supt. of Sch. Union 113, Millinocket, Maine, since 1945.

Harriman, Alonzo Jesse, B.S.E.'20, Univ. of Maine; M.Arch.'28, Harvard Univ.; Archt. and Treas., Alonzo J. Harriman, Inc., Auburn, Maine, since 1945.

Hinas, Philip G., B.S. in Ed.'46, M.A.'48, Univ. of Maine; Supt. of Sch., Union 2, Walls, Maine, since 1951.

Ireland, Robert S., Ed.M.'46, Bates Col.; Ed.D.'53, Harvard Univ.; Supt. of Sch., Auburn, Maine, since 1953.

Leonard, Joseph A., A.B.'27, Tufts Col.; M.Ed.'45, Harvard Univ.; Supt. of Sch. Union 87, Old Town, Maine, since 1938.

Libby, Philip C., B.S.'40, Univ. of N. H.; Supt. of Sch., Union 77, Belfast, Maine, since 1950.

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McGaughy, Clifford J., B.S.'29, Colby Col.; M.A.'38, Univ. of Maine; Supt. of Sch. Union 119, Mars Hill, Maine, since 1952.

McGuire, Hervey C., B.S. in Ed.'33, Univ. of Maine; Supt. of Sch., Union 24, Ridgelyville, Maine, since 1944.

Martin, Edgar P., B.A.'41, Colby Col.; M.S. in Ed.'46, Butler Univ.; Supt. of Sch. Union 126, Van Buren, Maine, since 1946.

Peakes, Lawrence A., A.B.'28, Colby Col.; M.A.'40, Bates Col.; Union 25 Supt. of Sch., Rumford, Maine, since 1944.

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*Reiche, Howard Charles, B.A.'24, M.A.'36, Univ. of Maine; Prin. of H. S., Portland, Maine, since 1947.

Russell, Clyde, B.A.'22, M.A.'26, Colby Col.; Ed.M.'33, Harvard Univ.; Exec. Secy., Maine Tchrs. Assn., Augusta, Maine, since 1945.

Russell, Garland B., A.B.'33, A.M.'35, Brown Univ.; D.Ed.'43, Boston Univ.; Assoc. Prof. of Educ., Univ. of Maine, Orono, Maine, since 1949.

Russell, J. Weldon, B.S.'32, M.E.'49, Univ. of Maine; Supt. of Sch., Union 70, Rockland, Maine, since 1948.

Shibles, Mark R., B.A.'29, Colby Col.; M.Ed.'35, Boston Univ.; Dean, Sch. of Educ., Dir. of Summer Session and Dir. of Extension Div., Univ. of Maine, Orono, Maine, since 1947.

Smith, Gwyeth T., B.S.'27, Colby Col.; M.A.'37, Columbia Univ.; Supt. of Sch., Topsham, Maine, since 1953.

- Pullen, Thomas G., Jr., A.B.'17, M.A.'25, Col. of William and Mary; Ed.D.'41, Tchrs. Col., Columbia Univ.; LL.D.'47, Loyola Col.; State Supt. of Sch., State Dept. of Educ., Baltimore, Md., since 1942.
- Rannels, Morris W., B.S.'38, Pa. State Tchrs. Col., Millersville; M.Ed.'48, Univ. of Md.; Cecil Co. Supt. of Sch., Elkton, Md., since 1952.
- Rasmussen, L. R., 9213 Bradford, Silver Spring, Md.
- Raver, Milson C., B.Eng.'31, Johns Hopkins Univ.; Exec. Secy., Md. State Tchrs. Assn., Baltimore, Md., since 1945.
- Rees, Conrad N., Ph.D.'49, Univ. of Nebr.; Dean, Washington Missionary Col., Takoma Park, Md., since 1949.
- Reid, James L., B.S.'30, Ind. State Tchrs. Col.; M.E.'44, Univ. of Md.; State Supvr. of Sch. Plant Planning, State Dept. of Educ., Baltimore, Md., since 1949.
- Rhodes, Harry C., B.S.'35, Washington Col.; M.Ed.'47, Univ. of Md.; Queen Anne's Co. Supt. of Sch., Centreville, Md., since 1952.
- Riser, Richard T., B.S.'24, M.A.'31, Univ. of Md.; Asst. Supt. of Sch., Cumberland, Md., since 1945.
- Roberts, Clarence J., B.S.'32, M.A.'40, Tchrs. Col., Columbia Univ.; Prin. of Pub. Sch. 100, Baltimore, Md., since 1928.
- Robertson, E. A., B.A.'34, Union Col. (Nebr.); M.A.'41, Univ. of Nebr.; Secy. of Educ., Columbia Union Conference, Takoma Park, Md., since 1953.
- Schmidt, William S., A.B.'29, Franklin and Marshall Col.; A.M.'36, Tchrs. Col., Columbia Univ.; Prince Georges Co. Supt. of Sch., Upper Marlboro, Md., since 1951.
- Schneider, Fern Duey, B.S. in Ed.'32, Nebr. Wesleyan Univ.; M.A.'34, George Washington Univ.; Ed.D.'40, Tchrs. Col., Columbia Univ. Address: 1542 Live Oak Dr., Silver Spring, Md.
- Seidel, John J., B.S.'26, Tchrs. Col., Columbia Univ.; M.A.'40, George Washington Univ.; Asst. State Supt. of Sch. for Voc. Educ., State Dept. of Educ., Baltimore, Md., since 1937.
- Sensenbaugh, James A., B.S.'36, M.A.'40, Ed.D.'51, Columbia Univ.; Asst. Supt. of Baltimore Co. Sch., Towson, Md., since 1946.
- Skidmore, Howard James, B.A.'46, Western Md. Col.; M.A.'49, Univ. of Md.; Prin., Elem. and Jr. H. S., Hughesville, Md.
- Smith, George F., Jr., B.A.'17, Univ. of Richmond; M.A.'21, Univ. of Pa.; Dir., Educ. Supplies and Equipment, City Sch., Baltimore, Md., since 1929.
- Smith, Ross V., Member of Sch. Bd., Thurmout, Md.
- Somers, Wilson E., A.B.'15, Col. of William and Mary; M.A.'23, Tchrs. Col., Columbia Univ.; Rep., Educ. Dept., Charles Scribner's Sons, New York, N. Y., since 1926. Address: 3333 N. Charles St., Baltimore, since 1946.
- Sorrell, Frank J., M.A.'50, New York Univ.; Prin., Druid Jr. H.S. 137, Baltimore, Md., since 1947.
- Speicher, Ross, Vicepres., Bd. of Educ., Oakland, Md., since 1951.
- Stapleton, Edward G., B.S.'17, Johns Hopkins Univ.; M.Ed.'41, Univ. of Md.; Baltimore Co. Supt. of Sch., Towson, Md., since 1948.
- Stein, Edwin, B.S.'33, Johns Hopkins Univ.; M.Ed.'51, Pa. State Col.; Asst. Supt. for General Admin., Pub. Sch., Baltimore, Md., since 1953.
- Stern, Bessie C., A.B.'09, Cornell Univ.; Ed.M.'21, Harvard Univ. Address: 4013 Maine Ave., Baltimore, Md.
- Stottler, Richard H., B.S.'35, N. Y. State Tchrs. Col., Buffalo; M.A.'48, New York Univ.; Dir. of Instr., Univ. of Md., College Park, Md.
- Sylvester, Charles W., B.S. in M.E.'08, D.Sc.'48, Univ. of Md.; Asst. Supt. of Sch. in chg. of Voc. Educ., Baltimore, Md., since 1922.
- Taylor, J. Carey, B.S.'22, M.A.'28, D.Ed.'30, Johns Hopkins Univ.; Asst. Supt. of Sch., Baltimore, Md., since 1930.
- Throckmorton, Edith M., B.S.'40, Pa. State Tchrs. Col., Shippensburg; Longview Sch., Galthersburg, Md.
- *Tietjen, Charles H., A.B.'47, M.A. in Ed.'48, Univ. of N. C.; Ed.D.'49, Tchrs. Col., Columbia Univ.; Asst. Prof. of Educ., Grad. Div., Loyola Col., Baltimore, Md., since 1953.
- Tremonti, Joseph B., B.S.'36, Loyola Univ. (Ill.); M.A.'41, Catholic Univ. of America; Ed.D.'50, Temple Univ.; Prof. of Educ. and Dir. of Guidance, Mt. St. Mary's Col., Emmitsburg, Md., since 1952.
- Trice, Otis M., B.A.'30, Western Md. Col.; M.Ed.'46, Univ. of Maine; Assoc. Supt. of Sch., in charge of Admin. and Supvy. Functions, Hurluck, Md., since 1936.
- *Van Zwoil, James A., A.B.'33, Calvin Col.; M.A.'37, Ph.D.'42, Univ. of Mich.; Prof. of Educ. Admin., Col. of Educ., Univ. of Md., College Park, Md., since 1948.
- Walker, Edith V., M.Ed.'41, Johns Hopkins Univ.; Dir., Intermediate Educ., City Sch., Baltimore, Md., since 1952.
- Webster, Ralph R., B.S.'21, St. John's Col., (Md.); M.A.'29, Univ. of Md.; Allegany Co. Supt. of Sch., Cumberland, Md., since 1952.
- *Whitelaw, John B., Ph.B.'29, Ph.D.'35, Yale Univ.; Mgmt. Consultant, U. S. Government, since 1951. Address: RFD 1, Glen Hills, Rockville, Md.
- *Whiteside, Harold C., B.S.'24, M.A.'26, Univ. of Pa.; Viceprin., Cambridge H. S., Cambridge, Md.
- Williams, Sarah I., B.S.'37, Morgan State Col. (Md.); M.A.'49, Columbia Univ.; Supvr. of Special Educ., Pub. Sch., Baltimore, Md., since 1944.
- Willis, Charles W., A.B.'30, Western Md. Col.; M.A.'34, Columbia Univ.; Harford Co. Supt. of Sch., Bel Air, Md., since 1945.
- Wilson, Theodore Halbert, A.B.'07, A.M.'08, Ed.M.'28, Ed.D.'35, Harvard Univ.; S.T.B.'11, Union Theol. Sem.; Pres., Univ. of Baltimore, Baltimore, Md., since 1940.
- Yingling, John E., Sr., A.B.'24, Western Md. Col.; Supt. of Howard Co. Sch., Ellicott City, Md., since 1949.
- Zimmerman, David W., A.B.'23, Franklin and Marshall Col.; A.M.'27, Columbia Univ.; D.Ed.'48, Johns Hopkins Univ.; Asst. State Supt. in Finance and Research, State Dept. of Educ., Baltimore, Md., since 1950.

MARYLAND

- Diehl, William C., A.B.'23, Gettysburg Col.; M.Ed.'46, Univ. of Md.; Asst. Supt. of Sch., Hagerstown, Md., since 1947.
- Dorn, Wesley N., A.B.'33, Gettysburg Col.; M.Ed.'47, Univ. of Md.; Special Asst., Bus. Div., Dept. of Educ., Baltimore, Md., since 1943.
- Drazek, Stanley Joseph, B.S.'41, N. Y. State Tchrs. Col., Oswego, M.A.'47, Ph.D.'50, Univ. of Md.; Asst. Dean, Col. of Special Continuation Studies, Assoc. Prof. of Educ., Univ. of Md., College Park, Md., since 1950.
- Dunkle, Maurice Albert, B.S.'31, Allegheny Col., M.A.'37, Tchrs. Col., Columbia Univ., Supt. of Calvert Co. Sch., Prince Frederick, Md., since 1953.
- Fischer, John Henry, Diploma'30, Md. State Tchrs. Col., Towson; B.S.'40, Johns Hopkins Univ.; M.A.'49, Ed.D.'51, Tchrs. Col., Columbia Univ., Supt. of Sch., Baltimore, Md., since 1953.
- Fitzgerald, W. Stewart, A.B.'13, St. John's Col., M.A.'29, Tchrs. Col., Columbia Univ., Caroline Co. Supt. of Sch., Denton, Md., since 1940.
- Froelicher, Hans, Jr., A.B.'12, Haverford Col., LL.B.'17, Univ. of Md., Headmaster, Park Sch., Baltimore, Md., since 1932.
- Gerstmyer, Eva E., B.S.'28, M.E.'33, Johns Hopkins Univ.; Dir., Primary Grades and Kdgs., Dept. of Educ., Baltimore, Md., since 1933.
- Grau, Mary L., B.S.'31, D.Ed.'45, Johns Hopkins Univ.; M.A.'36, Tchrs. Col., Columbia Univ.; Supvr. of Elem. Educ., Bd. of Educ., Montgomery Co., Rockville, Md., since 1948.
- Hall, R. Milton, D.Ed.'37, Johns Hopkins Univ., Prin., Clifton Park Jr. High Sch., Baltimore, Md., since 1947.
- Hardesty, R. Bowen, A.B.'32, Randolph-Macon Col.; M.A.'34, Columbia Univ.; Garrett Co. Supt. of Sch., Oakland, Md., since 1948.
- Hawkins, Earle T., B.A.'23, LL.D.'48, Western Md. Col.; M.A.'28, Columbia Univ.; Ph.D.'42, Yale Univ.; Pres., Md. State Tchrs. Col., Towson, Md., since 1947.
- Hawkins, Elmer T., A.B.'26, Morgan State Col., A.M.'34, Hampton Institute, Prin. Garnett Sch., Chestertown, Md., since 1926.
- Henry, William E., A.B.'23, Va. Union Univ.; M.A.'29, Ed.D.'45, Univ. of Pa.; Pres., Md. State Tchrs. Col., Bowie, Md., since 1942.
- Hughes, Harry R., Tchrs., Bladensburg Sr. H. S., Bladensburg, Md., since 1953.
- Hurley, Charles F., B.S.'34, Mo. State Tchrs. Col., Maryville; M.A.'41, Tchrs. Col., Columbia Univ.; Prin., Harlock H.S., East New Market, Md., since 1943.
- Jackson, Houston R., A.B.'27, LL.D.'53, Morgan State Col.; A.M.'37, Univ. of Pa.; Asst. Supt. of Sch., Baltimore, Md., since 1951.
- Jenkins, David S., B.A.'30, St. Johns Col. (Md.); M.A.'42, Ed.D.'49, Univ. of Md.; Anne Arundel Co. Supt. of Sch., Annapolis, Md., since 1946.
- Jenkins, Martin David, B.S.'25, Howard Univ.; A.B.'30, Ind. State Tchrs. Col.; M.S.'33, Ph.D.'35, Northwestern Univ.; Pres., Morgan State Col., Baltimore, Md., since 1948.
- Jenness, Samuel M., B.S.'22, Wash. Col.; A.M.'29, Univ. of Md.; Carroll Co. Supt. of Sch., Westminster, Md., since 1946.
- Johannes, Dana B., Architect, 855 Pershing Drive, Silver Spring, Md.
- Kindred, Robert B., A.B.'37, Santa Barbara State Col.; Grant Foundation Fellow Inst. for Child Study, Univ. of Md., College Park, Md., since 1952.
- King, Oliveine C., M.Ed.'49, Univ. of Md.; Supvg. Prin., Elem. Sch., Havre de Grace, Md., since 1947.
- Kinhart, Howard A., B.A.'20, St. John's Col. (Md.); M.A.'26, Tchrs. Col., Columbia Univ.; Ed.D.'38, Johns Hopkins Univ.; Supvr. of Sr. H. S., Annapolis, Md., since 1949.
- Lamborn, Robert L., A.B.'38, Stanford Univ.; Ed.M.'41, Harvard Univ.; Ed.D.'51, Johns Hopkins Univ.; Headmaster, McDonough Sch., McDonough, Md., since 1952.
- Lewis, John W., A.B.'17, Colgate Univ.; Asst. Supt. of Sch., Baltimore, Md., since 1927.
- McCann, R. Harold, Dir., Transportation and Maintenance, Bd. of Educ., Annapolis, Md.
- McCormick, (Rev.) Leo Joseph, A.B.'21, St. Mary's Sem.; S.T.L.'27, Propaganda Univ., Rome, Italy; Ph.D.'43, Catholic Univ. of America; Supt., Bur. of Catholic Educ., Archdiocese of Baltimore, Baltimore, Md., since 1943.
- Malcolm, Kenneth R., Pres., Allegany Co. Sch. Bd., Westernport, Md.
- Mason, Elwood B., A.B.'31, Washington Col.; M.A.'40, Duke Univ.; Prin., Leland Jr. High Sch., Chevy Chase, Md., since 1943.
- *Murphy, Harry T., B.A.'35, Western Md. Col.; M.A.'48, Tchrs. Col., Columbia Univ.; Supvr. of Pupil Personnel, Pub. Sch., Ellicott City, Md., since 1945.
- Murray, Loren L., Architect, 855 Pershing Drive, Silver Spring, Md., since 1945.
- Newell, Clarence A., A.B.'35, Hastings Col.; A.M.'39, Ph.D.'43, Tchrs. Col., Columbia Univ.; Prof. of Educ. Admin., Univ. of Md., College Park, Md., since 1948.
- Norris, Forbes H., A.B.'22, Manchester Col.; Ed.M.'26, Ed.D.'46, Harvard Univ.; Montgomery Co. Supt. of Sch., Rockville, Md., since 1953.
- O'Toole, James B., Jr., A.B.'28, Lynchburg Col.; M.A.'38, Columbia Univ.; Asst. Supt., Baltimore Co. Bd. of Educ., Towson, Md.
- Palmer, Elca M., B.S.'35, M.Ed.'51, Johns Hopkins Univ.; Supvr. of Science, Sr. H. S., Baltimore, Md., since 1948.
- Parrott, (Mrs.) Lillian M., B.A.'24, Morgan State Col.; M.A.'49, New York Univ.; Special Asst. to the Asst. Supt. of Sch., Baltimore, Md., since 1949.
- Payne, Edna P., Pres., Bd. of Educ., Annapolis, Md.
- Payne, LaVeta M., Asst. Prof. of Sec. Educ., Washington Missionary Col., Takoma Park, Md.
- Prinitt, Eugene Watts, M.A.'26, Tchrs. Col., Columbia Univ., Co. Supt. of Sch., Frederick, Md., since 1932.

- Chaffee, John B., Ph.B.'31, M.A.'36, Brown Univ.; Supt. of Sch., Hingham, Mass.
- Chandler, Douglas A., Ed.M.'40, Boston Univ.; Supt. of Sch., Hamilton, Mass., since 1952.
- Christie, Lindon E., B.S.'30, Colby Col.; M.Ed.'40, Univ. of Maine; Supt. of Sch., East Bridgewater, Mass., since 1951.
- Ciark, A. A., Houghton Mifflin Co., Boston, Mass.
- Coleman, Aura W., A.B.'28, M.Ed.'40, Bates Col.; Supt. of Sch., Marblehead, Mass., since 1948.
- Cook, Albert C., B.S. in Ed.'28, M.S. in Ed.'42, Univ. of Mass.; Supt. of Sch., Ashland, Mass., since 1952.
- Cotton, Dana Meserve, A.B.'28, Univ. of N. H.; Ed.M.'43, Harvard Univ.; Dir. of Placement, Grad. Sch. of Educ., since 1944, Assoc. Dir. of Summer Sch., since 1947, and Asst. to the Chmn. of the Committee on Admission in Harvard Col., Harvard Univ., Cambridge, Mass., since 1948.
- Coughlan, John D., Dir., Mass. Youth Serv. Bd., Boston, Mass., since 1953.
- Cox, Edwin Allerton, B.S. in Ed.'32, Boston Univ.; M.S. in Ed.'39, Univ. of Maine; Supt. of Sch., Franklin, Mass., since 1951.
- Cushing, J. Stearns, Supt. of Sch., Middleboro, Mass., since 1927.
- Davis, John Bradford, Jr., B.A.'44, Univ. of N.H.; M.Ed.'49, Graduate Sch. of Educ., Harvard Univ.; Exec. Secy., New England Sch. Development Council, Cambridge, Mass., since 1950.
- Davis, Orrin C., B.Sc.'21, Univ. of Mass.; M.Ed.'32, Boston Univ.; Supt. of Sch., Winthrop, Mass., since 1946.
- Davoren, David L., A.B.'30, Col. of the Holy Cross; M.Ed.'40, Boston Univ.; Supt. of Sch., Milford, Mass., since 1947.
- Delaney, Frederick J., B.A.'35, Boston Col.; M.Ed.'42, Boston Univ.; Supt. of Sch., Wrentham, Mass., since 1951.
- Desmond, John J., Jr., A.B.'09, Harvard Univ.; A.M.'10, Harvard Grad. Sch.; D.Ed.'49, Suffolk Univ.; State Commr. of Educ., State Dept. of Educ., Boston, Mass., since 1946.
- Dexter, William A., A.B.'28, Clark Univ.; A.M.'36, Univ. of Michigan; Supt. of Sch., Union 2, Easthampton, Mass., since 1945.
- Dirks, Bernhard, B.S.'15, Univ. of Ill.; M.A.'18, Harvard Univ.; Architect, Greenfield, Mass., since 1926.
- Doherty, Leo T., B.S.E.'27, Mass. Sch. of Art; Ed.M.'31, Boston Col. Graduate Sch.; Asst. Supt. of Sch., Worcester, Mass., since 1950.
- Domas, Simeon J., A.B.'32, Harvard Univ.; Ed.M.'36, Tchrs. Col. of the City of Boston; Specialist in Sch. Dist. Organization, Mass. Sch. Bldg. Assistance Commn., Boston, Mass., since 1950.
- Donahue, Leo C., A.B.'29, A.M.'30, Ph.D.'42, Boston Col.; Ed.M.'48, Tufts Col.; Asst. Supt. of Sch., Somerville, Mass., since 1941.
- Dow, Donald S., B.S.Ed.'49, Gorham State Tchrs. Col. (Maine); Supt. of Sch., Hopdale, Mass., since 1951.
- Driscoll, Martina McDonald, LL.B.'27, Fortia Law Sch.; A.B.'38, Calvin Coolidge Col.; State Supvr. of Music, State Dept. of Educ., Boston, Mass., since 1936.
- Durrell, Donald D., A.B.'26, A.M.'27, State Univ. of Iowa; Ed.D.'30, Harvard Univ.; Dean and Prof. of Educ., Sch. of Educ., Boston Univ., Boston, Mass., since 1930.
- Eaton, E. Perley, B.S.'27, Tufts Col.; M.A.'32, Boston Univ.; M.Ed.'39, Harvard Univ.; Supt. of Sch., Athol, Mass., since 1949.
- Ehnes, Albert F., B.S.E.'30, Mass. State Tchrs. Col., Bridgewater; M.S.E.'37, Boston Univ.; Supt. of Sch., Seekonk, Mass., since 1953.
- Englesby, George H., Acting Supt. of Sch., Dracut, Mass.
- English, Fred Charles, A.B.'16, Colby Col.; Ed.M.'42, Harvard Univ.; Supt. of Sch., Amesbury, Mass., since 1934.
- Erickson, Edward I., B.S.'28, Bates Col.; Ed.M.'37, Univ. of N. H.; Supt. of Sch., Andover, Mass., since 1953.
- Esten, Richard Stewart, A.B.'14, Middlebury Col.; A.M.'25, Tchrs. Col., Columbia Univ.; Supt. of Sch., Rockland, Mass., since 1929.
- Farrell, John Franklin, A.B.'18, Univ. of Mich.; M.Ed.'35, Boston Univ.; Supt. of Sch., Adams, Mass., since 1935.
- Fitzgerald, Pierce J., A.B.'27, Boston Col.; Ed.M.'49, Boston Univ.; A/V Coordinator, Rindge Tech. Sch., Cambridge, Mass., since 1948.
- Fitzpatrick, Gordon H., B.S.'33, Tufts Col.; Ed.M.'39, Boston Univ.; Supt., Supvy. Union 54, Blackstone, Mass., since 1952.
- Fitzpatrick, John L., B.S. in Ed.'37, State Tchrs. Col., Hyannis, Mass.; Supt. of Sch., Chicopee, Mass., since 1946.
- Fogg, Laurence A., B.S. in Ed.'43, Mass. State Tchrs. Col., Bridgewater; Ed.M.'49, Mass. State Tchrs. Col., Fitchburg; Supt. of Sch. Union 7, Sterling, Mass., since 1943.
- Galligan, Harold H., A.B.'21, Col. of the Holy Cross; A.M.'31, Brown Univ.; Supt. of Sch., Taunton, Mass., since 1949.
- Gardner, Charles Warren, B.S. in Ed.'41, M.Ed.'48, Boston Univ.; Supt. of Sch., Union 30, Ashfield, Mass., since 1951.
- Giaudrone, Angelo, B.A.'35, M.A.'48, State Col. of Wash.; Ed.D.'53, Harvard Univ.; Dir., CPEA in New England, Harvard Univ.; Cambridge, Mass., since 1953.
- Gibbons, Joseph H., B.A.'33, Boston Col.; M.Ed.'36, Harvard Univ.; Supt. of Sch., Stoughton, Mass., since 1948.
- Gifford, Flavell M., B.S.'20, Mass. State Col.; M.Ed.'30, Harvard Univ.; Supt. of Sch., Union 24, Fairhaven, Mass., since 1939.
- Gifford, Norman L., A.B.'05, Harvard Univ.; Supt. of Sch., Westport, Mass., since 1952.
- Gilgan, H. C., Supt. of Sch., Union 33, Avon, Mass.
- Gilman, Marion C., B.S.E.'21, A.M.'22, Boston Univ.; Ed.M.'40, Tchrs. Col. of the City of Boston; Head of English Dept., Brighton H. S., Brighton, Mass., since 1950.
- Glenn, John, B.S. in Ed.'34, Mass. State Tchrs. Col., Bridgewater; M.S. in Ed.'48, Boston Univ.; Supt. of Sch., Canton, Mass., since 1952.

MASSACHUSETTS

INDIVIDUAL MEMBERS

- Abernethy, Thomas James, A.B.'17, Harvard Univ.; M.Ed.'34, Ed.D.'40, Boston Univ.; Supt. of Sch., Westfield, Mass., since 1947.
- Adair, David, A.B.'28, Cedarville Col.; Supt. of Sch., Wareham, Mass., 1948-52.
- Anderson, Gerald W., M.A.'49, Tchrs. Col., Columbia Univ.; Supt. of Sch., Mansfield, Mass., since 1950.
- Anderson, Marion, B.A.'24, M.A.'26, Ph.D.'35, State Univ. of Iowa, Ginn and Co., Boston, Mass.
- Anketell, Richard N., A.B.'26, Bates Col.; M.Ed.'38, Boston Univ.; Supt. of Sch., Framingham, Mass.
- *Antony, Paul U., B.S.'33, Univ. of Dayton; M.A.'43, Tchrs. Col., Columbia Univ.; Prin., Franklin and Montrose Schs., Wakefield, Mass., since 1950.
- Appleton, William B., A.B.'13, Harvard Univ.; Supt. of Sch., Leominster, Mass., since 1937.
- Ashley, Frederick A., B.B.A.'21, Boston Univ.; Supt. of Sch., Everett, Mass., since 1932.
- Austin, George R., A.B.'33, Bates Col.; Ed.M.'41, Harvard Univ.; Supt. of Sch., Union 40, Middleboro, Mass., since 1941.
- Bacon, Charles Edward, A.B.'96, Harvard Univ.; Publisher, Allyn and Bacon, Boston, Mass., since 1916.
- Bailey, Hamilton R., B.S., Bates Col.; LL.B.'30, American Extension Univ.; Supt. of Sch., Rehoboth, Mass., since 1953.
- Bain, Winifred E., Ph.B.'24, Univ. of Chicago; M.A.'26, Ph.D.'29, Columbia Univ.; Pres., Wheelock Col., Boston, Mass., since 1940.
- Baird, Paul R., A.B.'12, A.M.'15, Hamilton Col.; M.Ed.'42, Springfield Col.; Supt. of Sch., Ludlow, Mass.
- Banning, Evelyn Irene, A.B.'26, Univ. of Calif., at Los Angeles, M.A.'28, Mills Col.; Ed.D.'52, Harvard Univ.; Research Assoc., Center for Field Studies, Harvard Univ., Cambridge, Mass., since 1951.
- Barber, Anson B., M.B.A.'31, Harvard Univ.; M.A.'35, Colo. State Col. of Educ.; Ed.D.'42, Harvard Univ.; Supt. of Sch., Attleboro, Mass.
- Barry, William R., A.B.'14, Georgetown Univ.; H.M.'47, Ed.M.'52, Springfield Col.; Supt. of Sch., Northampton, Mass., since 1937.
- Benne, Kenneth D., B.S.'30, Kansas State Col., M.A.'36, Univ. of Mich.; Ph.D.'44, Columbia Univ.; Berenson Prof. of Human Relations and Dir., Human Relations Center, Boston Univ., Boston, Mass., since 1953.
- Bierkoe, George O., A.B.'22, Litt D.'46, Muhlenberg Col.; B.D.'25, Lutheran Theol. Seminary; M.A.'35, New York Univ.; Pres and Chspain, Endicott Jr. Col., Beverly, Mass., since 1939.
- Biggy, B. Virginia, B.S. in Ed.'45, Ed.M.'45, Boston Univ.; Dir. of Elem. Educ., Pub. Sch., Concord, Mass., since 1947.
- Billet, Roy O., B.S.'23, M.A.'27, Ph.D.'29, Ohio State Univ.; Prof. of Educ. since 1935 and Chmn., Dept. of Educ., Grad. Sch., Boston Univ., Boston, Mass., since 1944.
- Billings, Maurice P., A.B.'29, Univ. of Maine; M.Ed.'48, Mass. State Tchrs. Col., Fitchburg; Supt. of Sch., Union 26, Townsend, Mass., since 1949.
- Black, William B., B.S. in Ed.'39, Boston Univ.; M.Ed.'50, Harvard Univ.; Sch. Plant Specialist, Mass. Sch. Bldg. Assistance Commn., Boston, Mass., since 1950.
- Blanchard, Milton C., B.S. in Ed.'40, M.Ed.'52, Tufts Col.; Supt. of Sch., Dartmouth, Mass., since 1952.
- Boland, Ruth F., B.A. in Ed.'31, Boston Univ.; M.A.'41, Tchrs. Col., Columbia Univ.; Ed.D.'46, Harvard Univ.; Dir., Bur. of Child Services, Pub. Sch., Cambridge, Mass., since 1948.
- Bowman, Grover C., B.A.'06, Williams Col.; M.A.'12, Yale Univ.; Ed.D.'42, R. I. Col. of Educ.; Pres., State Tchrs. Col., North Adams, Mass., since 1937.
- Boyden, George H., A.B.'05, Harvard Col.; Asst. Supt. of Sch., Worcester, Mass., since 1944.
- Bradley, Clifton E., B.S.'26, Colgate Univ.; M.Ed.'33, Boston Univ.; Supt. of Sch., Union 16, Hanover, Mass., since 1943.
- Brennan, Fred J., A.B.'17, A.M.'18, Clark Univ.; LL.B.'32, Northeastern Univ.; Asst. Supt. of Sch., Worcester, Mass., since 1943.
- Bristol, Gilbert D., Jr., M.S.'45, Univ. of Mass.; Supt. of Sch., Abington, Mass., since 1948.
- Baker, William H., A.B.'10, Bates Col.; M.A.'24, Columbia Univ.; Supt. of Sch., Union 29, Holden, Mass., since 1948.
- Burch, Robert L., B.A.'34, Iowa State Tchrs. Col., Cedar Falls; M.A.'39, State Univ. of Iowa; Ph.D.'49, Duke Univ.; Assoc. Prof., Sch. of Educ., Boston Univ., since 1949, and Editor of Elem. Textbooks, Ginn and Co., Boston, Mass., since 1950.
- Burdick, Raymond C., A.B.'14, Alfred Univ.; A.M.'25, Columbia Univ.; Supt. of Sch., Stoneham, Mass., since 1950.
- Burgess, Joseph R., B.S. in Ed.'30, Mass. State Tchrs. Col., Bridgewater; Supt. of Sch., Union 28, Sturbridge, Mass., since 1937.
- Burke, Arthur E., A.B.'19, Boston Col.; Supt. of Sch., Turners Falls, Mass., since 1937.
- Burke, W. Kenneth, B.S. in Ed.'22, State Tchrs. Col., Bridgewater, Mass.; Supt. of Sch., New Bedford, Mass., since 1946.
- Burns, David A. J., B.S.'31, M.A. in Ed.'33, Boston Univ.; Prin., James M. Morton Jr. H. S., Fall River, Mass., since 1951.
- Carbone, Peter F., B.B.A.'21, Boston Univ.; LL.B.'28, Suffolk Univ.; Ed.M.'38, Boston Univ.; Supt. of Sch., Salem, Mass., since 1946.
- Caverly, Ernest R., A.B.'15, Harvard Univ.; A.M.'27, Columbia Univ.; D.A.O.'52, Staley Col. of the Spoken Word; Supt. of Sch., Brookline, Mass., since 1931.
- Chace, Edward Kip, Ph.B.'26, A.M.'35, Brown Univ.; Supt. of Sch., Scituate, Mass., since 1951.
- Chace, Frank C., A.B.'27, Ed.M.'37, Harvard Univ.; Supt. of Sch., Gardner, Mass., since 1946.
- Chace, Ruth E., B.S. in Ed.'45, Boston Univ.; Prin., Sarah D. Ottwell Sch., New Bedford, Mass., since 1945.

- Jones, Donovan S., B.S.'17, Univ. of Vt.; M.A.'37, Tchrs. Col., Columbia Univ.; Dist. Supt. of Sch., Winchendon, Mass., since 1940.
- Jones, Sherman H., Prin. Architect, W. H. Jones and Son, Melrose, Mass., since 1930.
- Kelly, Francis A., A.B.'24, M.A.'25, Boston Col.; Supt. of Sch., Watertown, Mass., since 1939.
- Kelly, Marcella R., B.S.'36, State Tchrs. Col., Fitchburg, Mass.; M.A.'38, Columbia Univ.; Ph.D.'45, Yale Univ.; Asst. Supt. of Sch., Holyoke, Mass., since 1945.
- Kenyon, Alfred R., Supt. of Sch., Union 13, Bass River, Yarmouth, Mass.
- Keppel, Francis, A.B.'38, Harvard Univ.; Dean, Faculty of Educ., Harvard Univ.; Cambridge, Mass., since 1948.
- Kiernan, Owen B., B.S.'35, State Tchrs. Col., Bridgewater, Mass.; Ed.M.'40, Boston Univ.; Ed.D.'50, Harvard Univ.; Supt. of Sch., Milton, Mass., since 1951.
- Kiley, M. Marcus, B.A.'14, Clark Univ.; M.Ed.'40, Boston Univ.; Asst. Supt. of Sch., Springfield, Mass., since 1949.
- King, Starr M., B.Sc.'21, Mass. State Col.; M.Ed., Harvard Univ.; Supt. of Sch., Beverly, Mass., since 1935.
- Knight, Melvin Colby, B.S.'13, Bates Col.; Ed.M.'34, Harvard Univ.; Supt. of Sch., Hyannis, Mass., since 1934.
- Ladd, Harold Marden, B.S.'20, M.Ed.'37, Univ. of N. H.; Supt. of Sch., Union 6, Monson, Mass., since 1942.
- Laurits, James D., B.E.'40, Yale Univ.; M.Ed.'47, Univ. of Chicago; Dir., Newton Jr. Col., Newtonville, Mass.
- Lawler, Frank D., B.S. in Ed.'33, Univ. of Maine; M.A. in Ed.'46, Univ. of Conn.; Supt. of Sch., Manchester, Mass., since 1953.
- Lord, Arthur Bertelle, Jr., A.B.'35, Tufts Col.; M.Ed.'43, Boston Univ.; Supt. of Sch., Reading, Mass., since 1948.
- Lynch, Lincoln D., A.B.'21, Boston Col.; Ed.M.'39, Boston Univ.; Supt. of Sch., Norwood, Mass., since 1936.
- Lynch, William S., A.B.'25, Col. of the Holy Cross; A.M.'31, Harvard Univ.; Supt. of Sch., Fall River, Mass., since 1945.
- McAuliffe, Mary F., B.S. in Ed.'27, Tchrs. Col. of the City of Boston; M.E.'28, Boston Univ.; Ph.D.'35, Boston Col.; Headmaster, Robert Treat Paine Sch., Dorchester, Mass., since 1941.
- McCaffrey, Donald F., B.S. in Ed.'37, Mass. State Tchrs. Col., Fitchburg; M.Ed.'43, Boston Univ.; Supt. of Sch., Palmer, Mass., since 1951.
- McCarn, Robert H., B.A.'29, Col. of the Holy Cross; M.Ed.'48, Boston Col.; Supt. of Sch., Southbridge, Mass., since 1950.
- McCartin, Vincent M., A.B.'22, Col. of the Holy Cross; LL.B.'26, Northeastern Univ.; Supt. of Sch., Lowell, Mass., since 1933.
- McCloskey, Walter H., B.A.'29, Col. of the Holy Cross; Ed.M.'34, Harvard Univ.; Supt. of Sch., Uxbridge, Mass., since 1947.
- McCook, T. Joseph, A.B.'31, Boston Col.; M.Ed.'34, Boston Univ.; Supt. of Sch., Haverhill, Mass., since 1949.
- McDevitt, John W., B.A.'28, M.A.'29, Boston Col.; Supt. of Sch., Waltham, Mass.
- McFadden, Ruth B., B.S. in Ed.'34, Ed.M.'36, Boston Univ.; Asst. Supt. of Sch., New Bedford, Mass., since 1952.
- McGinn, Lawrence G., Ph.B.'31, Brown Univ.; M.Ed.'44, Harvard Univ.; Deputy Supt. of Sch., Lynn, Mass., since 1945.
- Mack, A. Russell, Ph.B.'22, Brown Univ.; Ed.M.'32, Harvard Univ.; Supvr. of Sec. Educ., State Dept. of Educ., Boston, Mass., since 1936.
- Mahoney, John J., A.B.'03, Ed.M.'22, Ed.D.'44, Harvard Univ.; Dir., Civic Educ. Project, Cambridge, Mass., since 1948.
- Makechnie, George K., B.S.'29, Ed.M.'34, Boston Univ.; Dean, Sargent Col. of Physical Educ. for Women, Boston Univ., Cambridge, Mass., since 1945.
- Malin, Donald F., Pres., C. C. Birchard and Co., Boston, Mass.
- Manley, Daniel A., B.S. in Ed.'25, State Tchrs. Col., Salem, Mass.; M.Ed.'40, Tufts Col.; Asst. Supt. of Sch., Medford, Mass., since 1952.
- Mann, Gilbert C., B.S.'15, Univ. of Vt.; M.Ed.'38, Boston Univ.; Supt. of Sch., North Easton, Mass., since 1925.
- Mapes, Elmer Stephens, A.B.'20, Alfred Univ.; A.M.'23, Cornell Univ.; Supt. of Sch., East Weymouth, Mass., since 1945.
- *Marshall, John E., A.B.'36, A.M.'37, W. Va. Univ.; Administrator, Mass. Sch. Bldg. Assistance Commn., Boston, Mass., since 1948.
- Martinson, Edwin A., M.A. in Ed.'33, Tufts Col.; Supt. of Sch., Marshfield, Mass., since 1953.
- Mather, Richard B., B.A.'33, Yale Univ.; M.A.'40, Tchrs. Col., Columbia Univ.; Assoc. Prof. of Educ., and Coordinator of Program in Elem. Educ., American International Col., Springfield, Mass., since 1949.
- Merriam, Burr J., B.S.'16, Columbia Univ.; Ed.M.'27, Harvard Univ.; Supt. of Sch., Framingham, Mass., 1922-49 (retired). Address: 417 Main St., Wilbraham, Mass.
- Merriam, Thornton W., A.B.'15, Harvard Col.; Ph.D.'34, Columbia Univ.; Dean, Springfield Col., Springfield, Mass., since 1946.
- Merrill, Bert L., B.S.'24, Colby Col.; Ed.M.'46, Boston Univ.; Supt. of Sch., Union 56, West Bridgewater, Mass., since 1950.
- Merrison, Harry S., A.B.'29, Dartmouth Col.; Ed.M.'50, Harvard Univ.; Supt. of Sch., Falmouth, Mass., since 1952.
- Miller, Charles A., A.B.'23, Franklin and Marshall Col.; Ed.M.'24, Harvard Univ.; Supt. of Sch., Union 20, South Hadley Falls, Mass., since 1944.
- Müller, Fred W., B.S.'18, St. Lawrence Univ.; Ed.M.'27, Harvard Univ.; Supt. of Sch., Holliston, Mass., since 1924.
- Mitchell, Donald P., B.S. in Ed.'40, State Tchrs. Col., Hyannis, Mass.; Ed.M.'47, Harvard Graduate Sch. of Educ.; Asst. Dir., Center for Field Studies, Graduate Sch. of Educ., Harvard Univ., Cambridge, Mass., since 1950.
- Mitchell, John J., B.A.'17, Seton Hall Col.; Supt. of Sch., Clinton, Mass., since 1946.
- Moran, Francis M., B.S. in Ed.'36, State Tchrs. Col., Bridgewater, Mass.; Prin. of H. S., Kingston, Mass., since 1944.

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- Goodell, George S., B.Sc.'24, M.A.'25, New York Univ.; Supt. of Sch., Billerica, Mass., since 1953.
- Goodrich, Ralph W., B.S.'32, Univ. of N. H., M.A.'45, Univ. of Conn.; Supt. of Sch., Amherst, Mass., since 1953.
- Goodwin, A. Jerome, B.S.'28, Dartmouth Col.; M.A.'35, Columbia Univ.; Supt. of Sch., Agawam, Mass., since 1950.
- Gores, Harold B., B.S.'31, State Tchrs. Col., Bridgewater, Mass.; M.Ed.'38, Harvard Univ.; Supt. of Newton Sch., Newtonville, Mass., since 1949.
- Gossard, Arthur Paul, A.B.'21, Ohio State Univ.; M.A.'26, Ph.D.'40, Univ. of Chicago, Supt. of Sch., Quincy, Mass., since 1944.
- Gotschall, John H., Ed.D.'42, Harvard Univ.; Supt. of Sch., Auburn, Mass.
- Goward, Paul F., B.S.'16, Dartmouth Col.; Bus. Mgr., *School Arts Magazine*, Worcester, Mass., since 1925.
- Grandy, L. Munio, B.S.'30, Norwich Univ.; M.Ed.'41, Bates Col.; Supt. of Sch., Gloucester, Mass., since 1952.
- Grant, Francis V., B.S.'21, Colgate Univ.; Supt. of Sch., Williamstown, Mass., since 1922.
- Greenman, Richard Baker, A.B.'27, Harvard Univ.; Ed.M.'39, Boston Univ.; Supt. of Sch., Swansea, Mass., since 1946.
- Gross, Calvin E., A.B.'40, Univ. of Calif. at Los Angeles; M.S. in Ed.'47, Univ. of Southern Calif.; Supt. of Sch., Weston, Mass.
- Grout, M. A., Asst. Mgr., Holden Patent Bk. Covar Co., Springfield, Mass., since 1927.
- Haley, Dennis C., A.B.'15, A.M.'22, LL.D.'45, Col. of the Holy Cross, Ed.M.'25, Harvard Univ.; Supt. of Pub. Sch., Boston, Mass., since 1948.
- Hall Clifford R., A.B.'20, Tufts Col.; Ed.M.'21, Harvard Univ.; Supt. of Sch., Arlington, Mass., since 1942.
- Hallowell, Philip M., B.S. Ed.'35, M.Ed.'47, Boston Univ.; Supt. of Sch. Union 11, Shelburne Falls, Mass., since 1951.
- Handy, Everett L., B.S.'34, Boston Univ.; Ed.M.'38, Ed.D.'45, Harvard Univ.; Supt. of Sch., Duxbury, Mass., since 1950.
- Harriman, Edwin J., B.S.'21, M.Ed.'35, Bates Col.; Supt. of Sch., Union 58, Harvard, Mass., since 1952.
- Haasett, J. Frank, Ph.B.'30, Col. of the Holy Cross, M.S.'36, Univ. of Mass.; Supt. of Sch., Woburn, Mass., since 1945.
- Hawkes, Franklin Powers, A.B.'17, Amherst Col.; A.M.'21, Ph.D.'27, Boston Univ.; Dir., Fair Educ. Practices, State Dept. of Educ., Boston, Mass., since 1950.
- Hempel, Edward C., Ph.B.'08, Brown Univ.; M.Ed.'34, Harvard Univ.; Supt. of Sch., Orange, Mass., since 1929.
- Henderahot, John B., B.S. in Ed.'30, Ed.M.'33, Boston Univ.; Supt. of Sch., Wakefield, Mass.
- Hendricka, Archie E., Ph.D.'49, Univ. of Chicago, Asst. Supt. of Sch., Brookline, Mass., since 1953.
- Hennessey, James F., A.B.'20, M.Ed.'28, Harvard Univ.; Supt. of Sch., Lawrence, Mass., since 1946.
- Hertley, J. Frank, A.B.'28, Boston Col.; Ed.M.'34, Boston Univ.; Supt. of Sch., Chelsea, Mass., since 1942.
- Herman, Beemont A., A.B.'30, A.M.'31, Harvard Univ.; Ph.D.'37, Boston Col.; Supt., Northbridge Sch., Whitinsville, Mass., since 1948.
- Herrscheft, Howard G., A.B.'23, Eastern Nazarene Col.; M.A.'34, New York Univ.; Supt. of Sch., Longmeadow, Mass., since 1948.
- Hethermen, Petrick J., B.S.'29, Lowell Textile Inst.; Asst. Supt. of Sch., Lowell, Mass., since 1947.
- Higgins, J. Henry, A.B.'21, Boston Col.; LL.B.'26, Suffolk Univ.; M.A.'32, Boston Col.; Asst. Supt. of Sch., Peabody, Mass., since 1946.
- Hill, Allen J., B.A.'27, Brigham Young Univ.; M.A.'28, Tchrs. Col., Columbia Univ.; Supt. of Sch., Dalton, Mass., since 1942.
- Hilyard, Harry Young, M.Ed.'53, Boston Univ.; Supt. of Sch., East Douglas, Mass., since 1947.
- Holloway, George E., Jr., Litt.B.'29, M.Ed.'33, Rutgers Univ.; Center for Field Studies, Harvard Univ., Cambridge, Mass., since 1953.
- Holm, Lewis N., A.B.'28, Emmanuel Missionary Col.; M.S.'35, Mich. State Col.; Pres., Atlantic Union Col., South Lancaster, Mass., since 1948.
- Holmes, Chester W., S.B.'16, Ed.M.'24, Harvard Univ.; Ed.D.'36, George Washington Univ.; Supt. of Sch., Malden, Mass., since 1946.
- Hooper, Bertrand, B.S.'30, Boston Univ.; Supt. of Sch., Medford, Mass., since 1952.
- Hoyt, Herbert E., A.B.'31, M.A.'38, Bates Col.; Supt. of Sch., Union 19, Harwich, Mass., since 1947.
- Huff, Eleanor L., B.S. Ed.'43, Tchrs. Col., Framingham, Mass.; Ed.M.'50, Harvard Grad. Sch. of Educ.; Asst. Dir., Tchrs. Training, Lasley Col., Cambridge, Mass., since 1951.
- Hunt, Albert F., Jr., Ph.B.'26, Brown Univ.; M.A.'38, New York Univ.; Supt. of Sch., Bridgewater, Mass., since 1940.
- Hunt, Harold C., A.B.'23, A.M.'27, Univ. of Mich.; Ed.D.'40, Tchrs. Col., Columbia Univ.; Pres., American Assn. of Sch. Admin., 1947-48; Prof. of Educ., Charles William Eliot Chair, Grad. Sch. of Educ., Harvard Univ., Cambridge, Mass., since 1953.
- Ireland, Everett W., B.S.'11, Tufts Col.; Supt. of Sch., Somerville, Mass., since 1928.
- Jervis, Robert J., B.S.'37, M.A.'40, Tufts Col.; Supt. of Sch., East Longmeadow, Mass., since 1953.
- Jeffords, H. Morton, A.B.'14, Syracuse Univ.; A.M.'32, New York Univ.; Supt. of Sch., Chelmsford, Mass., since 1947.
- Johnroe, M. Elizabeth, B.A.'36, Wellesley Col.; Prin., House in the Pines, Norton, Mass., since 1948.
- Johnson, Carroll F., A.B.'35, Univ. of Chattanooga; M.S. in Ed.'40, Univ. of Ga.; M.A.'47, Ed.D.'50, Tchrs. Col., Columbia Univ.; Supt. of Sch., Fitchburg, Mass., since 1953.
- Johnston, Ida M., Instr. in Educ., Boston Univ., Boston, Mass.
- Jones, Arthur C., M.Ed.'38, Boston Univ.; Supt. of Sch., Walpole, Mass., since 1931.

- Rice, Frederick A., A.B.'08, Cornell Univ.; Chmn. of the Bd., and Pres., Ginn & Co., Boston, Mass., since 1942.
- Richardson, Herman H., A.B.'29, Dartmouth Col.; A.M.'34, Columbia Univ.; Supt. of Sch., Sharon, Mass., since 1950.
- Richter, Charles O., A.B.'33, Bates Col.; M.Ed.'40, Boston Univ.; Asst. Supt. of Newton Pub. Sch., Newtonville, Mass., since 1944.
- Ripley, William, Jr., Ph.B.'26, Brown Univ.; Ed.M.'43, Harvard Univ.; Supt. of Sch., Cohasset, Mass., since 1942.
- Robinson, Charles M., B.S.'21, A.M.'24, Boston Univ.; Supt. of Sch., Westboro, Mass., since 1949.
- Rogean, Edward J., B.S. in C.E.'34, Ed.M.'39, Tufts Col.; Supt. of Sch., Groton, Mass., since 1947.
- Rolfe, John J., B.S. in Ed.'35, Conn. State Tchrs. Col., New Britain; M.Ed.'38, Bates Col.; Supt. of Sch. Union 43, North Dighton, Mass., since 1943.
- Rose, Carleton F., B.S.E.'35, State Tchrs. Col., Bridgewater, Mass.; M.E.'49, Boston Univ.; Supt. of Sch. Union 14, Warren, Mass., since 1951.
- Ross, Charles F., B.S.'25, M.S.'41, Univ. of Mass.; Supt. of Truro, Provincetown and Wellfleet Sch. Union 17, Provincetown, Mass., since 1949.
- Rowe, Percy L., Ed.M.'43, Boston Univ.; Supt. of Sch. Union 18, Bellingham, Mass., since 1943.
- Rowell, Edwin W., A.B.'29, Ed.M.'34, Harvard Univ.; Supt. of Sch. Union 1, Baldwinville, Mass.
- Roy, George C., A.B.'34, Providence Col.; Ed.M.'39, Boston Univ.; Supt. of Sch. Union 41, Millis, Mass.
- Russell, Edward J., A.B.'17, Col. of the Holy Cross; M.A.'27, Providence Col.; Ph.D.'50, Univ. of Ottawa; Supt. of Sch., Pittsfield, Mass., since 1934.
- Sanders, William J., B.A.'28, Ph.D.'35, Yale Univ.; Supt. of Sch., Springfield, Mass., since 1950.
- Sargent, Cyril G., A.B.'33, M.A.'36, Brown Univ.; Ed.D.'48, Harvard Univ.; Dir., Center for Field Studies, and Assoc. Prof. of Educ., Harvard Univ., Cambridge, Mass., since 1949.
- Savitt, Robert F., B.Ed.'46, State Tchrs. Col., Fitchburg, Mass.; M.S.'48, Univ. of Mass.; Supt. of Sch., Ipswich, Mass., since 1952.
- Scanlon, Edward J., A.B.'15, Col. of the Holy Cross; Ed.M.'35, Boston Univ.; Pres., State Tchrs. Col., Westfield, Mass., since 1938.
- Scott, Walter E., B.S.'28, Ed.M.'41, Boston Univ.; Supt. of Tantasqua Regional Sch., Sturbridge, Mass., since 1953.
- Scribner, Harvey B., B.S.'40, State Tchrs. Col. (Maine); M.Ed.'51, Univ. of Maine; Supt. of Sch., Wareham, Mass., since 1952.
- Sellig, George Arthur, Ph.B.'32, Providence Col.; M.A.'37, Columbia Univ.; Supt. of Sch. Union 49, Webster, Mass., since 1941.
- Serviss, Trevor K., Ph.B.'23, Univ. of Chicago; M.A.'39, Northwestern Univ.; Editor in Chief, D. C. Heath and Co., Boston, Mass., since 1953.
- Sberman, Kenneth L., '20, U. S. Naval Acad.; B.S.'39, Boston Univ.; Mgr., Sch. Furn. and Equip. Div., Milton Bradley Co., Springfield, Mass., since 1953.
- Simpson, Alfred Dexter, A.B.'13, Ped.D.'41, Syracuse Univ.; M.A.'23, Yale Univ.; Ph.D.'27, Columbia Univ.; M.A.'42, Harvard Univ.; Prof. of Educ., Harvard Univ., Cambridge, Mass., since 1948.
- Singleton, Carlton M., A.B.'41, M.A.'51, Brown Univ.; Instr. in Elem. Educ., Boston Univ., Boston, Mass., since 1951, and Prin., Countryside Elem. Sch., Newton, Mass., since 1953.
- Smith, John Blackhall, B.S.'32, R. I. State Col.; M.Ed.'48, Boston Univ.; Supt. of Sch., Lexington, Mass., since 1952.
- Somes, John, B.S.'31, Univ. of Mass.; Supt. of Southern Berkshire Sch. Union 42, Sheffield, Mass.
- Souder, Rexford S., B.S.'35, N. J. State Tchrs. Col., Glassboro; A.M.'37, Ed.D.'41, Tchrs. Col., Columbia Univ.; Supt. of Sch. Union 27, Wayland, Mass., since 1952.
- Spaulding, William E., A.B.'19, Harvard Univ.; Vicepres., Houghton Mifflin Co., Boston, Mass., since 1939.
- Stephens, Ernest, A.B.'10, Dartmouth Col.; Ed.M.'27, Harvard Univ.; Supt. of Sch., Lynn, Mass., since 1945.
- Stretton, M. Norcross, Diplome '13, Mass. State Tchrs. Col., Fitchburg; M.A.'27, Col. of the Holy Cross; Dir., Div. of Voc. Educ., State Dept. of Educ., Boston, Mass., since 1942.
- Sturke, Ralph C., B.S.'35, Univ. of Maine; Ed.M.'42, Boston Univ.; Supt. of Sch., Methuen, Mass., since 1953.
- Suitor, Earl C., B.Ed.'34, R. I. Col. of Educ.; M.Ed.'46, Mass. State Tchrs. Col., Bridgewater; Supt. of Sch., Union 36, Hinsdale, Mass., since 1943.
- Sullivan, Mary T., B.S.E.'39, Ed.M.'42, Boston Tchrs. Col.; Viceprin. of D. A. Ellis Sch., Roxbury, Mass., since 1948.
- Sweatt, Chester V., B.S.'24, Univ. of Maine; M.Ed.'41, Western Reserve Univ.; Supt. of Sch., Union 22, Vineyard Haven, Mass., since 1952.
- Swicker, Harold B., B.A. in Ed.'21, Univ. of Maine; M.A. in Ed.'27, Tchrs. Col., Columbia Univ.; Supt. of Sch. Union 5, Chester, Mass., since 1930.
- Taylor, Charles G., A.B.'24, Univ. of Maine; Ed.M.'33, Harvard Univ.; Supt. of Sch., Foxboro, Mass., since 1952.
- Taylor, Robert N., B.Ch.E.'24, Northeastern Univ.; Ed.M.'34, Harvard Univ.; Supt. of Sch., North Adams, Mass., since 1948.
- Thibadeau, Charles Raymond, B.S.'19, Bates Col.; Ed.M.'30, Harvard Univ.; Supt. of Sch., Belmont, Mass., since 1947.
- Thomas, Benjamin D., M.Ed.'49, Harvard Univ.; Supt. of Sch. Union 61, Dover, Mass., since 1950.
- Thompson, Theron Barker, B.C.E.'31, B.S.'39, Northeastern Univ.; Ed.M.'33, C.A.G.S.'31, Boston Univ.; Supt. of Sch., Brookfield Union 8, North Brookfield, Mass., since 1952.
- Thurston, Edmond W., B.S.'27, Boston Univ.; Ed.M.'40, Univ. of N. H.; Supt. of Sch., Westwood, Mass., since 1949.

MASSACHUSETTS

- Morgan, Jesse J., B.S.'26, Dartmouth Col.; Ed.M.'34, Harvard Univ.; Supt. of Sch., Saugus, Mass., since 1951.
- Morrill, Radcliffe, A.B.'28, St. Stephen's Col.; Ed.M.'39, Harvard Univ.; Supt. of Sch., Concord, Mass., since 1950.
- Mott, Arthur J., A.B.'16, Middlebury Col.; A.M.'27, Brown Univ.; Supt. of Sch., North Attleboro, Mass., since 1949.
- Murphy, Helen A., B. S. in Ed.'39, M.A.'40, Ed.D.'43, Boston Univ.; Prof. of Educ., Dir. of Elem. Educ., Boston Univ., Boston, Mass.
- Nelson, Edwin A., B.S.'35, Ed.M.'40, Boston Univ.; Supt. of Sch., Brockton, Mass., since 1942.
- Nelson, Milton H., B.S. in Ed.'36, M.Ed.'47, Boston Univ.; Supt. of Sch., Nahant, Mass., since 1949.
- Nesmith, R. A., B.A.'21, Union Col. (Nebr.); Educ. Secy., Atlantic Union Conference of Seventh Day Adventists, South Lancaster, Mass., since 1947.
- Newman, Derwood A., B.S.'22, Univ. of N.H.; Ed.M.'31, Ed.D.'35, Harvard Univ.; Supt. of Sch., Needham, Mass., since 1944.
- Niven, Henry A., LL.B.'11, Syracuse Univ.; Vicepres., L. G. Balfour Co., Attleboro, Mass., since 1922.
- Nock, Rupert A., Ph.B.'30, Brown Univ.; Ed.M.'38, Boston Univ.; Supt. of Sch., Newburyport, Mass., since 1946.
- Norton, Harold G., B.S.'32, Bates Col.; Supt. of Sch., Union St., Ayer, Mass., since 1944.
- Nourse, Laurence G., A.B.'17, Dartmouth Col.; A.M.'20, Harvard Univ.; Supt. of Sch., Union St., Norton, Mass., since 1924.
- O'Brien, Francis J., A.B.'16, A.M.'31, Harvard Univ.; Supt. of Sch., North Andover, Mass., since 1946.
- O'Brien, Thomas F., A.B.'31, Ed.M.'41, Boston Col.; Asst. Supt. of Sch., Watertown, Mass., since 1947.
- O'Connor, Mary Elizabeth, B.S. in Ed.'25, M.E.'25, Boston Univ.; Dir., Tchrs. Tr., Lesley Col., Cambridge, Mass., since 1941.
- Osborne, Ralph W., B.S. in Ed.'32, State Tchrs. Col., Bridgewater, Mass.; M.Ed.'39, Boston Univ.; Graduate Student, Harvard Univ. Address: 561 Harvard St., Cambridge, Mass.
- O'Toole, Austin J., B.S.Ed.'31, State Tchrs. Col., Bridgewater, Mass.; M.Ed.'34, Boston Col.; Supt. of Sch., Somerset Centre, Mass., since 1946.
- Oulton, Arthur C., B.S. in Ed.'36, Mass. State Tchrs. Col., Fitchburg; Ed.M.'40, Boston Univ.; Supt. of Sch., Boylston-West Boylston Union, Mass., since 1953.
- Owen, Lyman B., A.B.'30, A.M.'37, New York State Col. for Tchrs., Albany; Supt. of Sch., Wellesley, Mass., since 1949.
- Padin, Jose, B.S.'07, A.M.'08, LL.D.'31, Haverford Col.; Litt.D.'32, Univ. of Puerto Rico; Ped.D.'34, Dartmouth Col.; Editor-in-Chief, D. C. Heath and Co., Boston, Mass., 1946-53.
- Palmer, James B., B.S.'21, Ph.D.'30, Cornell Univ.; Editor-in-Chief, Ginn and Co., Boston, Mass., since 1936.
- Palmer, John C., A.B.'36, Tufts Col.; A.M.'42, Harvard Univ.; Dir. of Guidance, Pub. Sch., Concord, Mass., since 1951.
- Parkman, Francis, A.B.'19, A.M.'29, Ph.D.'30, Harvard Univ.; Exec. Secy., Natl. Council of Independent Sch., Boston, Mass., since 1948.
- Pearce, John A. W., B.S.'15, Brown Univ.; M.Ed.'30, Harvard Univ.; Prin. of H. S., Saugus, Mass., since 1935.
- Pearson, Whitman, B.S.'29, Univ. of Pa.; M.S. in Ed.'48, Boston Univ.; Supt. of Acton Sch., West Acton, Mass., since 1948.
- Peck, William R., A.B.'16, M.A.'20, Col. of the Holy Cross; M.A.'30, Tchrs. Col., Columbia Univ.; Supt. of Sch., Holyoke, Mass., since 1920.
- *Peebles, James F., B.S.'31, Ed.M.'40, Boston Univ.; Supt. of Sch., Union 12, Bourne, Mass., since 1927.
- Perry, Henry B., A.B.'39, Clark Univ.; Educ. Placement Officer, 308 Bay State Rd., Boston 15, Mass., since 1949.
- Perry, Marvin B., A.B.'12, Univ. of Ga.; Pres., D. C. Heath and Co., Boston, Mass.
- Perry, Peter F., M.Ed.'40, Boston Univ.; Supt. of Sch., Westford, Mass., since 1948.
- Peterson, Carl J., Supt. of Sch., Belcher-town, Mass., since 1953.
- Phaneuf, Paul H., A.B.'35, Col. of the Holy Cross; M.A.'36, Univ. of N.H.; Supt. of Sch., Dracut, Mass., since 1947.
- Poole, Roger K., B.S.'32, Tufts Col.; Ed.M.'33, Boston Univ.; Supt. of Sch., Union 4, Northborough, Mass., since 1948.
- Porter, Frederick W., B.S.'14, Tufts Col.; Ed.M.'27, Harvard Univ.; Supt. of Sch., Greenfield, Mass., since 1929.
- Porter, Joseph B., B.S. in Ed.'49, Mass. State Tchrs. Col., Fitchburg; M.S.'51, Univ. of Mass.; Supt. of Sch., Hadley, Mass., since 1952.
- Porter, Richard J., Supt. of Sch., Nantucket, Mass.
- Power, Thomas F., A.B.'08, Amherst Col.; Supt. of Sch., Worcester, Mass., since 1943.
- Preston, Kenneth Frank, A.B.'24, Cornell Univ.; A.M.'29, Columbia Univ.; Supt. of Sch., Great Barrington, Mass., since 1939.
- Proctor, Ralph W., B.S.'21, Tufts Col.; Ed.M.'34, Boston Univ.; Supt. of Sch., Braintree, Mass., since 1946.
- Quinn, James P., Jr., B.S.'36, State Tchrs. Col., Fitchburg, Mass.; Ed.M.'40, Tufts Col.; Dir., Guidance and Placement, Pub. Sch., Medford, Mass., since 1951.
- Rand, Harold T., B.S.'25, Univ. of N.H.; M.Ed.'32, Boston Univ.; Supt. of Sch., Melrose, Mass., since 1949.
- Ray, Chester T., B.S. in Ed.'29, State Tchrs. Col., Bridgewater, Mass.; Ed.M.'40, Boston Univ.; Supt. of Sch., Union 37, Kingston, Mass.
- *Reed, Carroll R., B.A.'06, M.A.'14, Harvard Univ.; L.H.D.'35, Carleton Col.; Pres., American Assn. of Sch. Admin., 1940-41; Honorary Life Member, American Assn. of Sch. Admin. Address: Dunrovin, Orleans, Mass.
- Regan, Teresa A., B.A.'25, Boston Univ.; M.Ed.'28, Harvard Univ.; Ph.D.'37, Boston Col.; Headmaster, Boston Clerical Sch., City of Boston Pub. Bus. Sch., Roxbury, Mass., since 1947.

- Austin, W. L., A.B.'37, M.A.'46, Mich. State Col.; Supt. of Wyoming Park Pub. Sch., Grand Rapids, Mich., since 1948.
- Averill, Forrest G., A.B.'24, M.A.'28, Ed.D.'49, Univ. of Mich.; Asst. Supt. of Sch., Lansing, Mich., since 1947.
- Ayers, Archie Raymond, B.S.'35, Univ. of S.C.; M.A.'39, Duke Univ.; Ph.D.'44, George Peabody Col. for Tchrs.; Pres., Detroit Inst. of Tech., Detroit, Mich.
- Ayres, Frank M., A.B.'24, M.A.'26, Univ. of Mich.; Supt. of Sch., Dundee, Mich., since 1924.
- Bacon, (Mrs.) Ruth N., B.S.'32, Wayne Univ.; M.A.'49, Mich. State Col.; Supt. of St. Clair Co. Sch., Port Huron, Mich., since 1951.
- Baker, Raymond N., A.B.'27, Olivet Col.; M.A.'41, Wayne Univ.; Supt. of Sch., Auburn Heights, Mich., since 1945.
- Baker, Stuart K., A.B.'32, Central State Tchrs. Col. (Mich.); M.A.'40, Wayne Univ.; Supt. of Troy Twp. Sch. Dist., Birmingham, Mich., since 1948.
- Baldwin, Donald C., B.A.'37, Iowa State Tchrs. Col., Cedar Falls; M.A.'41, Univ. of Mich.; Supt. of Community Sch., Rochester, Mich., since 1950.
- Balmes, Louis Francis, B.A.'44, M.A.'48, Univ. of Mich.; Supt. of Sch., Camden-Frontier Rural Agri. Sch., Camden, Mich., since 1950.
- Barthite, Fay E., B.S.'33, Central Mich. Col. of Educ., Mt. Pleasant; M.S.'51, Univ. of Mich.; Supt. of Bentley Sch., Flint, Mich., since 1946.
- Barnes, John M., A.B.'23, A.M.'35, Univ. of Mich.; Supt. of Sch., Flat Rock, Mich., since 1930.
- Barr, Harold F., B.S.'48, Western Mich. Col. of Educ.; A.M.'51, Colo. State Col. of Educ.; Sec. Sch. Prin., Romeo, Mich., since 1953.
- Barr, Ralph W., A.B.'37, Western Mich. Col. of Educ.; M.A.'49, Mich. State Col.; Supt. of Sch., Comstock, Mich., since 1951.
- Bartlett, Frank, B.S.'32, Mich. State Normal Col., Ypsilanti; M.A.'41, Univ. of Mich.; Supt. Twp. Sch., South Lyon, Mich., since 1946.
- Bates, Austin F., B.S.'32, Hilldale Col.; M.A.'38, Univ. of Mich.; Asst. Supt. of Sch., Jackson, Mich., since 1952.
- Bates, W. C., B.S.'30, Western Mich. Col. of Educ., Kalamazoo; M.A.'39, Univ. of Mich.; Supt. of Sch., Decatur, Mich., since 1948.
- Baum, Robert Maxwell, B.S.'39, Univ. of Calif.; M.Ed.'53, Wayne Univ.; Bus. Mgr. of Pub. Sch., Wayne, Mich., since 1945.
- Beach, Richard H., B.S. in Ed.'34, Univ. of Fla.; M.A. in Ed.'38, Tchrs. Col., Columbia Univ.; Supt., Bangor Twp. Sch., Bay City, Mich., since 1952.
- Beach, William J., B.S.'38, Central Mich. Col. of Educ.; M.A.'47, Univ. of Mich.; Supt. of Sch., Elsie, Mich., since 1951.
- Beagle, Kenneth T., A.B.'39, Western Mich. Col. of Educ., Kalamazoo; M.A.'46, Univ. of Mich.; Supt. of Sch., Grand Ledge, Mich., since 1946.
- Beiser, Mack J., M.A.'32, Univ. of Mich.; Supt. of Sch., Eaton Rapids, Mich., since 1948.
- Belaski, Henry, Member, Bd. of Educ., Wyandotte, Mich.
- Bemer, C. W., A.B.'12, Albion Col.; M.A.'26, Tchrs. Col., Columbia Univ.; Supt. of Sch., Muskegon, Mich., since 1943.
- Bencks, A. Paul, B.S.'34, Mass. Inst. of Tech.; Sales Dir., H. E. Beyster and Assoc., Inc., Detroit, Mich., since 1951.
- Bennett, Roy G., A.B.'31, Central Mich. Col. of Educ., Mt. Pleasant; M.A.'41, Univ. of Mich.; Supt. of Sch., Charlevoix, Mich., since 1945.
- Berkhof, William L., A.B.'27, Calvin Col.; M.A.'39, Univ. of Mich.; Supt. of Sch., Mount Clemens, Mich.
- Berry, James D., A.B.'42, M.Ed.'47, D.Ed.'52, Wayne Univ.; Asst. Prin., McLean Sch., Detroit, Mich., since 1952.
- Best, Oakley W., A.B.'28, Central Mich. Col. of Educ., Mt. Pleasant; M.A.'32, Univ. of Mich.; Supt. of Twp. Sch. Dist. 7, Dearborn, Mich., since 1949.
- Bishop, Bernice, A.B.'30, Ball State Tchrs. Col. (Ind.); M.S.'42, Univ. of Wis.; Prin. of Jr. H. S., Holland, Mich., since 1943.
- Bodley, Elwyn J., A.B.'30, Mich. State Normal Col.; M.A.'45, Univ. of Mich.; Supt. of Sch., Sturgis, Mich., since 1950.
- Booker, W. R., A.B.'16, A.M.'26, Ind. Univ.; Supt. of Sch., Muskegon Hgts., Mich., since 1928.
- Bordine, Kenneth T., B.S.'27, Mich. State Col.; M.A.'37, Univ. of Mich.; Ed.D.'45, Colo. State Col. of Educ.; Dir., Div. of Tchr. Educ., Central Mich. Col. of Educ., Mount Pleasant, Mich.
- Borgerson, Norman E., M.E.'45, Mich. State Normal Col.; Asst. Supt., State Dept. of Pub. Instr., Lansing, Mich., since 1936.
- Born, Edwin W., Supt. of Sch., Negaunee, Mich.
- Borough, James L., B.S.'46, Western Mich. Col. of Educ.; M.S.'49, Univ. of Mich.; Supt. of Sch., Mattawan, Mich., since 1951.
- Bouton, Donald, Bd. of Educ., Willow Run, Mich.
- Bowen, Glenn K., B.S.'50, M.A.'53, Wayne Univ.; Supt. of Taylor Twp. Sch. Dist., Taylor Center, Mich., since 1949.
- Bowers, R. Paul, B.A.'19, Grinnell Col.; M.A.'48, Univ. of Mich.; Supt. of Sch., Bellevue, Mich., since 1949.
- Boyce, Robert B., B.S.'34, Western Mich. Col. of Educ., Kalamazoo; M.A.'46, Univ. of Mich.; Supt. of Milwood Sch., Kalamazoo, Mich., since 1947.
- Brahlec, Carl, B.A.'30, Mich. State Normal Col., Ypsilanti; M.A.'40, Univ. of Mich.; Supt. of Sch., Roseville, Mich.
- Bradfield, Albert L., B.S.'35, Western Mich. Col. of Educ., Kalamazoo; M.A.'40, Univ. of Mich.; Deputy Ottawa Co. Supt. of Sch., Grand Haven, Mich., since 1941.
- Bragg, F. J., A.B.'23, M.A.'31, Univ. of Mich.; Supt. of Sch., Otsego, Mich., since 1949.
- Bramard, Alanson D., B.S.'28, Midland Col., M.A.'35, Ph.D.'46, Univ. of Neb.; Asst. Supt. of Sch. in chg. of Bus. and Finance, Dearborn, Mich., since 1948.
- Brake, Charles E., A.B.'20, Kalamazoo Col.; A.M.'39, Univ. of Mich.; Deputy Wayne Co. Supt. of Sch., Detroit, Mich., since 1935.
- Brant, Ralph E., B.A.'27, Olivet Col.; M.A.'32, Columbia Univ.; Supt. of Sch., Ecorse, Mich., since 1948.

MASSACHUSETTS

- Tilton, John Philip, A.B.'23, Colby Col.; Ed.M.'27, Ed.D.'33, Harvard Univ.; Dean, Grad. Sch., since 1945 and Provost, since 1951, Tufts Col., Medford, Mass.
- Tobin, John M., A.B.'19, Boston Col.; LL.B.'28, Suffolk Law Sch.; Ed.M.'38, Boston Univ.; Supt. of Sch., Cambridge, Mass., since 1945.
- Truell, Harold A., B.S.'30, Ed.M.'35, Univ. of N. H.; Supt. of Sch. Union 15, East Longmeadow, Mass., 1946-53.
- Turner, F. Sumner, A.B.'24, Dartmouth Col.; Ed.M.'32, Harvard Univ.; Supt. of Sch., Union 21, Northfield, Mass., since 1948.
- VanderWerf, Lester S., A.B.'31, Hope Col.; M.A.'38, Tchrs. Col., Columbia Univ.; Ed.D.'51, Syracuse Univ.; Dean, Col. of Educ., Northeastern Univ., Boston, Mass., since 1953.
- Vorse, Walter J., B.S.Ed.'40, State Tchrs. Col., Fitchburg, Mass.; M.Ed.'48, Boston Univ.; Supt. of Sch., Lynnfield, Mass., since 1952.
- Vose, James Wilson, A.B.'03, A.M.'29, Williams Col.; Ed.M.'28, Harvard Univ. Address: Broadway, South Hanover, Mass.
- Wales, (Mrs.) Alfreda R., B.S. in Ed.'28, State Tchrs. Col., Bridgewater, Mass.; Ed.M.'49, Harvard Graduate Sch. of Educ.; Assoc. Dir. of Tchrs. Tr., Lesley Col., Cambridge, Mass., since 1948.
- Warren, Thomas L., B.S. in Ed.'38, State Tchrs. Col., Bridgewater, Mass.; M.Ed.'51, Boston Univ.; Supt. of Sch., Union 25, Charlestown, Mass., since 1948.
- Wacren, Worcester, A.B.'12, Knox Col.; A.M.'21, State Univ. of Iowa; Ph.D.'42, Yale Univ.; Prof. of Sch. Admin., Boston Univ., Boston, Mass., since 1943.
- Wabbe, Dana O., B.S.'29, Univ. of Mass.; M.Ed.'43, Boston Univ.; Supt. of Sch. Union 32, Huntington, Mass., since 1949.
- Weeks, Roland C., B.S. in Ed.'50, State Tchrs. Col., Bridgewater, Mass.; Supt. of Sch., Southwick, Mass., since 1952.
- Welch, Donald T., B.S. in Ed.'35, State Tchrs. Col., Bridgewater, Mass.; Ed.M.'47, Boston Univ.; Supt. of Sch., Plymouth, Mass., since 1952.
- Welch, William A., LL.B.'27, Suffolk Univ.; A.B.'30, M.A.'31, Boston Col.; Supt. of Sch., Peabody, Mass., since 1933.
- Wetherell, Alliston C., A.B.'30, M.Ed.'41, Bates Col.; Supt. of Sch., Sutton, Mass., since 1951.
- White, Trentwell Mason, B.S.'22, A.M.'28, Norwich Univ.; L.H.D.'40, Md. Col. for Women; Pres. Lesley Col., Cambridge, Mass., since 1944.
- Whitehead, John A., B.S. in Ed.'38, M.Ed.'42, Boston Univ.; Supt. of Sch., Swampscott, Mass.
- Wilcox, Calvin E., Ed.M.'32, Boston Univ.; Ph.D.'39, Yale Univ.; Supt. of Sch., Dedham, Mass., since 1941.
- Williston, Arthur L., S.B.'89, Mass. Inst. of Tech. Address: 956 High St., Dedham, Mass.
- Wingate, Harold C., B.A.'05, Clark Univ.; Supt. of Marshfield Sch., Egypt, Mass., since 1926.
- Woodbury, E. Davis, B.S.'31, Tufts Col.; Ed.M.'41, Boston Univ.; Supt. of Sch., Natick, Mass., since 1942.

Woodward, Myrie A., B.S. in Ed.'45, M.Ed.'46, Boston Univ. Address: Braintree, Mass.

Wright, Stanley W., A.B.'30, M.Ed.'40, Univ. of N. H.; Supt. of Sch., West Springfield, Mass., since 1950.

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- Amundsen, Alfred G., M.A., Univ. of Mich.; Supt. of Sch., Marlette, Mich., since 1948.
- Andecson, Lester W., B.A.'40, Luther Col.; M.A.'47, Ph.D.'50, State Univ. of Iowa; Consultant, Bur. of Sch. Serv. and Asst. Prof. in Sch. of Educ., Univ. of Mich., Ann Arbor, Mich., since 1952.
- Anderson, Milburn P., A.B.'26, Kalamazoo Col.; M.A.'32, Univ. of Mich.; Supt. of Royal Oak Twp. Sch., Dist. 7, Berkley, Mich., since 1939.
- Ange, Byron F., B.S.'43, Western Mich. Col. of Educ.; Master's'52, Mich. State Col.; Supt. of Sch., Shepherd, Mich., since 1951.
- Ansel, James O., Ed.D.'49, Tchrs. Col., Columbia Univ.; Assoc. Prof. of Educ., Western Mich. Col. of Educ., Kalamazoo, Mich.
- Appel, Paul H., Asc.Sc.'40, Cleary Col.; B.S. in Ed.'50, Wayne Univ.; Supt. of Dearborn Twp. Sch., Detroit, Mich., since 1949.
- Archer, Hubert G., A.B.'30, Central Mich. Col. of Educ., Mt. Pleasant; A.M.'38, Univ. of Mich.; Supt., Paw Paw Tr. Sch., Paw Paw, Mich., since 1946.
- Ardis, Evert W., A.B.'34, Western Mich. Col.; M.A.'38, Northwestern Univ.; Supt. of Sch., East Detroit, Mich., since 1950.
- Aschenbach, Allen D., Bd. of Educ., East Detroit, Mich.
- Atkinson, Fred M., B.S.'46, Lawrence Col.; M.A.'48, Mich. State Col.; Supt. of Pub. Sch., Manchester, Mich., since 1952.
- Atkinson, William N., B.A.'25, Iowa Wesleyan Col.; M.A.'32, Ph.D.'39, State Univ. of Iowa; Pres., Jackson Jr. Col., Jackson, Mich., since 1940.
- Auble, Lee F., A.B.'36, Western Mich. Col. of Educ.; M.A.'47, Mich. State Col.; Supt. of Sch., Berrien Springs, Mich., since 1932.

- Covert, James C., A.B.'25, Mich. State Normal Col.; M.A.'30, Univ. of Mich.; Supt. of Sch., Royal Oak, Mich., since 1948.
- Cowling, Robert, Bd. of Educ., Willow Run, Mich.
- Cox, J. Cecil, B.A.'19, Albion Col.; M.A.'40, Univ. of Mich.; Asst. Supt. of Pub. Sch., Pontiac, Mich., since 1948.
- Crandell, Warren B., M.A.'49, Mich. State Col.; B.A.'42, Adrian Col.; Supt. of Sch., Perry, Mich., since 1949.
- Crawford, Carrol C., B.A.'26, Central Mich. Col. of Educ., Mt. Pleasant; M.A.'34, Univ. of Mich.; Bus. Mgr., Pub. Sch., Kalamazoo, Mich., since 1951.
- Crothers, Clarence E., B.S.'33, Hillsdale Col.; M.A.'40, Univ. of Mich.; Supt. of Sch., Center Line, Mich., since 1951.
- Crouse, M., A.B.'31, Central Mich. Col. of Educ.; A.M.'35, Univ. of Mich.; Supt. of Sch., Flushing, Mich., since 1945.
- Crull, Howard D., B.S.'31, Western State Tchrs. Col., Kalamazoo, Mich.; M.A.'37, Univ. of Mich.; Supt. of Sch., Port Huron, Mich., since 1941.
- Cushman, L. P., M.A.'44, Univ. of Mich.; Supt. of Sch., Owosso, Mich., since 1948.
- Dacey, Rosemerie, M.A.'40, Wayne Univ.; Prin., Estabrook Elem. Sch., Detroit, Mich., since 1944.
- Daly, George, A.B.'33, Central Mich. Col. of Educ., Mt. Pleasant; M.A.'43, Wayne Univ.; Supt., Kearsley Agrl. Sch., Flint, Mich., since 1937.
- Dameron, Vernon, Dir. of Educ., The Edison Inst., Greenfield Village, Dearborn, Mich.
- Davis, Bernard L., A.B. and B.S.'20, Tri-State Col.; M.A.'31, Univ. of Mich.; Supt. of Sch., Hillsdale, Mich., since 1929.
- Davis, Ivan S., Supt. of Sch., Gaylord, Mich.
- DeHart, William H., A.B.'35, Central Mich. Col. of Educ., Mt. Pleasant; M.A.'40, Univ. of Mich.; Supt. of Sch., Sparta, Mich., since 1943.
- De Jonge, Oliver J., A.B.'20, Hope Col.; M.A.'38, Univ. of Mich.; Supt. of Sch., Ludington, Mich., since 1945.
- De Jonge, Willard, A.B.'30, Hope Col.; M.A.'49, Univ. of Mich.; Consultant, Finance and Child Accounting, State Dept. of Pub. Instr., Lansing, Mich., since 1951.
- Dent, Herold M., B.S.'42, M.A.'49, Wayne Univ.; Admin. Chmn., Cooperative Engineering Program, Genl. Motors Inst., Flint, Mich., since 1950.
- Dimond, Stanley E., A.B.'27, M.A.'29, Ph.D.'42, Univ. of Mich.; Prof. of Educ., Univ. of Mich., Ann Arbor, Mich., since 1950.
- Dodge, Frank E., A.B.'30, Mich. State Normal Col., Ypsilanti; M.A.'35, Wayne Univ.; Supt. of Sch., Bad Axe, Mich., since 1948.
- Donaldson, Elery R., B.A.'20, Lomherd Col.; M.A.'35, Univ. of Ill.; Supt. of Sch., Watervliet, Mich., since 1945.
- Dondineau, Arthur, A.B.'14, A.M.'15, Univ. of Mich.; LL.D.'45, Central Mich. Col. of Educ., Mt. Pleasant; Supt. of Sch., Detroit, Mich., since 1945.
- Donley, Richard C., A.B.'32, Western Mich. Col.; M.A.'41, Univ. of Mich.; Supt. of Sch., Big Rapids, Mich., since 1953.
- Donlin, (Mrs.) Verna Q., B.S.'30, Wayne Univ.; Prin., Stellwagen Sch., Detroit, Mich., since 1935.
- Dove, Charles, A.B.'38, Alma Col.; M.A.'48, Univ. of Mich.; Supt. of Mason Consol. Sch., Erie, Mich., since 1951.
- Downer, Effie M., M.A.'28, Tchrs. Col., Columbia Univ.; Prof. of Educ., Wayne Univ., Detroit, Mich., since 1925.
- Downing, Vernon W., A.B.'29, Western Mich. Col. of Educ.; M.A.'38, Univ. of Mich.; Supt. of Sch., Litchfield, Mich., since 1952.
- Dreydahl, Lauritz A., A.B.'28, Alma Col.; M.A.'49, Univ. of Mich.; Supt. of Sch., Milan, Mich., since 1951.
- DuFrain, Frank J., A.B.'16, A.M.'22, Univ. of Ill.; A.M.'27, Tchrs. Col., Columbia Univ.; Supt. of Sch., Pontiac, Mich., since 1945.
- Dunkel, Orville E., B.S.'21, Mich. State Col.; M.A.'26, Univ. of Mich.; Supt. of Sch., Farmington, Mich., 1939-43, end since 1946.
- Dunsten, James Henry, M.A.'49, Univ. of Mich.; Supt. of Adams Twp. Sch., Painesdale, Mich., since 1950.
- Eddy, Theo V., A.B.'15, Hillsdale Col.; M.A.'28, Univ. of Mich.; Supt. of Sch., St. Clair, Mich., since 1930.
- Edmondson, James Bartlett, A.B.'06, M.A.'10, Univ. of Mich.; Ph.D.'25, Univ. of Chicago; Dean Emeritus, Sch. of Educ., Univ. of Mich., Ann Arbor, Mich., 1929-53 (retired). Address: 1503 Cambridge Road, Ann Arbor, Mich.
- Eidt, Earl S., A.B.'33, Mich. State Normal Col., Ypsilanti; M.A.'38, Univ. of Mich.; Supt., Fitzgerald Pub. Sch., Van Dyke, Mich., since 1950.
- Eiker, William, A.B.'39, Mich. State Normal Col., Ypsilanti; M.A.'46, Univ. of Mich.; Supt. of Twp. Sch., Romulus, Mich., since 1946.
- Elliott, Eugene B., B.S.'24, M.A.'26, Mich. State Col.; Ph.D.'33, Univ. of Mich.; LL.D.'36, Albion Col.; D.Ed.'37, Hillsdale Col.; Pres., Mich. State Normal Col., Ypsilanti, Mich., since 1948.
- Elwyn, Foss, A.B.'21, De Pauw Univ.; A.M.'28, Columbia Univ.; Supt. of Sch., Sault Ste. Marie, Mich., since 1940.
- Elzey, Jack, B.A.'35, B.S. in Ed.'36, Ohio Northern Univ.; M.A.'41, Tchrs. Col., Columbia Univ.; Supt. of Sch., Ann Arbor, Mich., since 1953.
- Emerich, Paul H., A.B.'36, Hillsdale Col.; A.M.'41, Univ. of Mich.; Supt. of Sch., Fremont, Mich., since 1952.
- Emerson, William J., A.B.'37, Central Mich. Col. of Educ., Mt. Pleasant; M.A.'40, Wayne Univ.; Oakland Co. Supt. of Sch., Pontiac, Mich., since 1949.
- Ernatt, Edward, A.B.'46, M.Ed.'51, Wayne Univ.; Supt. of Sch. Dist. 2 Fr. Nankin-Deardorn Twps., Inkster, Mich., since 1950.
- Estes, King R., M.A.'42, Univ. of Mich.; Supt. of Oakwood Sch., Kalamazoo, Mich., since 1931.
- Ewing, G. L., B.S.'32, Western Mich. Col. of Educ., Kalamazoo; M.A.'44, Mich. State Col.; Supt. of Sch., Mayville, Mich.
- Eyler, Loren E., B.A.'29, Mich. State Normal Col., Ypsilanti; M.A.'36, Univ. of Mich.; Supt. of Sch., Carleton, Mich., since 1927.

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- Brautigam, Carl W., A.B.'36, Adrian Col.; M.A.'41, Univ. of Mich.; Supt. of Sch., Belding, Mich., since 1952.
- Brembeck, Cole S., Ph.D.'51, Univ. of Wis.; Supt. of Sch., North Muskegon, Mich., since 1951.
- Brendel, Anthony J., B.S.'22, Mich. State Col.; M.A.'43, Univ. of Mich.; Supt. of Twp. Unit Sch., Grand Blanc, Mich., since 1935.
- Brender, Peter E., B.C.E.'13, M. in Landscape Arch.'47, Univ. of Mich.; Brender and Van Reyndam, Ann Arbor, Mich.
- Briggs, Paul W., A.B.'34, Western Mich. Col. of Educ.; M.A.'42, Mich. State Col.; Supt., Pub. Sch., Bay City, Mich., since 1953.
- Britton, Ernest R., B.S.'24, McKendree Col.; M.S.'33, Univ. of Ill.; Ed.D.'47, Tchrs. Col., Columbia Univ.; Supt. of Sch., Midland, Mich., since 1946.
- Browe, Herman J., A.B.'11, M.A.'22, Univ. of Mich.; LL.B. and J.D.'24, Detroit Col. of Law, LL.D.'37, Univ. of Detroit; Deputy Supt. of Sch., Detroit, Mich., since 1942.
- Brown, Kenneth Willis, B.S.'33, Alma Col.; M.A.'52, Wayne Univ.; Asst. Oakland Col. Supt. of Sch., Pontiac, Mich., since 1949.
- Brundage, Lyle D., A.B.'28, Mich. State Col.; M.A.'36, Univ. of Mich.; Supt. of Sch., Morley, Mich., since 1952.
- Brunell, Leo J., Ph.B.'37, Jordan Col.; B.A.'44, Northern Mich. Col. of Educ.; M.A.'50, Univ. of Mich.; Supt. of Escanaba Twp. Sch., Gladstone, Mich., since 1953.
- Buell, Theodore J., A.B.'39, Mich. State Normal Col., Ypsilanti; Supt. of Beecher Sch., Flint, Mich., since 1924.
- Buffington, Walter, B.S.'48, Ark. Agri., Mech. and Normal Col.; Supt. of Sch., Ferndale, Mich., since 1951.
- Bukema, Benjamin J., A.B.'26, Western Mich. State Tchrs. Col., Kalamazoo; M.A.'36, Univ. of Mich.; Supt. of Sch., Grand Rapids, Mich., since 1949.
- Burnett, Lewis W., B.A.'37, Central Wash. Col. of Educ.; Ed.D.'48, Stanford Univ.; Dir. of Educ., Monroe, Mich., since 1953.
- Burt, Newell D., A.B.'32, Kalamazoo Col.; A.M.'49, Univ. of Mich.; Supt. of Sch., New Buffalo, Mich., since 1951.
- Bush, W. R., A.B.'33, Central Mich. Col. of Educ., Mt. Pleasant; Supt. Hampton Twp. Sch. Dist. 3, Essexville, Mich., since 1948.
- Bushong, James W., B.S.'34, Pacific Univ.; M.Ed.'41, Ed.D.'53, Univ. of Oregon; Supt. of Sch., Grosse Pointe, Mich., since 1951.
- Cameron, Charles S., B.A.'37, Kalamazoo Col.; M.A.'49, Univ. of Mich.; Supt. of Agr. Sch., Chelsea, Mich., since 1952.
- Campbell, C. G., Pres. and Genl. Mgr., Kewaunee Mfg. Co., Adrian, Mich., since 1915.
- Campbell, Clyde M., Ph.D.'42, Northwestern Univ.; Prof. of Educ., Mich. State Col., East Lansing, Mich., since 1945.
- Campbell, Thomas C., B.A.'47, Augustana Col. (S. Dak.); M.A.'51, Mich. State Col.; Supt. of Pub. Sch., Clare, Mich., since 1952.
- Canfield, Charles R., B.S.'33, Univ. of Ill.; M.A.'40, Univ. of Mich.; Supt. of Sch., Dowagiac, Mich., since 1946.
- Cantrick, George T., A.B.'14, Adrian Col.; M.A.'28, Univ. of Mich.; M.Ed.'47, Mich. State Normal Col., Ypsilanti; Supt. of Sch., Monroe, Mich., 1932-53 (retired).
- Carlson, Arnold O., A.B.'28, Mich. State Col.; M.A.'40, Univ. of Mich.; Supt. of Sch., Scottville, Mich., since 1928.
- Carlson, Clemens E., B.S.'40, Northern Mich. Col. of Educ.; Supt. of Bessemer Twp. Sch. Dist., Ramssy, Mich., since 1944.
- Carrier, (Mrs.) Albert, Member, Bd. of Educ., Van Dyke, Mich.
- Caswell, Gordon G., A.B.'38, Western Mich. Col. of Ed., Kalamazoo; M.A.'43, Univ. of Mich.; Supt. of Pub. Sch., Kalkaska, Mich., since 1948.
- Catherman, Russell D., B.A.'25, Alma Col.; M.A.'43, Wayne Univ.; Prin. of Snow Sch., Dearborn, Mich., since 1951.
- Chambers, Harold S., A.B.'22, Manchester Col.; A.M.'40, Univ. of Mich.; Supt. of Sch., Hudsonville, Mich., since 1953.
- Cherpes, Andrew B., B.S.'33, Mich. State Normal Col., Ypsilanti; M.E.'40, Wayne Univ.; Supt., Rural Agri. Sch., Caledonia, Mich.
- Chormann, Chester B., Pres., Bd. of Educ., Ecorse Twp. Sch. Dist. 8, Wyandotte, Mich., since 1941.
- Christian, Percy W., B.A.'26, Broadview Col.; B.S.'26, Lewis Inst.; M.A.'29, Ph.D.'35, Northwestern Univ.; Pres., Emmanuel Missionary Col., Berrien Springs, Mich.
- Chubb, Malcolm, B.S.'41, Mich. State Normal Col.; Supt. of Hoover Sch. Dist., Flint, Mich., since 1951.
- Clapp, Wilfred Franklin, B.A.'25, Kalamazoo Col.; M.A.'37, Univ. of Mich.; Asst. Supt., Sch. Organisation and Plant, Dept. of Pub. Instr., Lansing, Mich., since 1948.
- Clark, E. L., M.A.'27, Univ. of Mich.; Supt. of Sch., Mt. Morris, Mich., since 1934.
- Clark, Lynn H., A.B.'23, Western Mich. Col. of Educ., Kalamazoo; A.M.'40, Univ. of Mich.; Kent Co. Supt. of Sch., Rockford, Mich.
- Clayton, C. Wesley, B.S.'41, Central Mich. Col. of Educ., Mt. Pleasant; M.A.'49, Univ. of Mich.; Supt. of Twp. Unit Rural Sch., North Branch, Mich., since 1948.
- Coe, Dalton O., B.S.'46, Mich. State Normal Col.; M.A.'49, Univ. of Mich.; Supt. of Twp. Sch., Three Oaks, Mich., since 1950.
- Coggins, Charles G., B.S.'35, Mich. State Normal Col., Ypsilanti; M.A.'42, Univ. of Mich.; Supt. of Sch., Holly, Mich., since 1947.
- Collias, Laurentine B., B.S.'28, M.A.'34, Tchrs. Col., Columbia Univ.; Dir., Sch.-Community Relations, Pub. Sch., Detroit, Mich., since 1943.
- Coulter, Robert W., B.S.'47, Wayne Univ.; Supt., Twp. Sch. Dist., Port Huron, Mich., since 1949.
- Courtis, Stuart A., Ph.D.'24, Univ. of Mich.; Prof. Emeritus of Educ., Univ. of Mich., since 1944. Address: 9110 Dwight Ave., Detroit 14, Mich.
- Cousano, Paul Kenneth, A.B.'34, M.A.'36, Univ. of Mich.; Supt. of Consol. Sch. Dist. 1, Warren, Mich., since 1939.

- Henry, Frank M., A.B.'20, M.A.'53, Wittenberg Col.; Supt. of Rawsonville Pub. Sch., Ypsilanti, Mich., since 1948.
- Hensen, E. C., A.B.'28, Mich. State Normal Col.; M.A.'39, Univ. of Mich.; Supt. of Rural Agrl. Sch., Stanton, Mich., since 1948.
- Hicks, John E., A.B.'45, M.A.'46, Univ. of Mich.; Supt. of Sch., Manton, Mich., since 1951.
- Highlund, Everett C., B.S.'29, Alma Col.; M.A.'39, Mich. State Col.; Supt. of Sch., Homer, Mich., since 1949.
- Hilbert, Russel S., A.B.'29, Western Mich. Col. of Educ., Kalamazoo; M.A.'32, Univ. of Mich.; Supt., Redford Union Pub. Sch., Detroit, Mich., since 1948.
- Hobart, Herbert L., Prin., Maize Sch., Grosse Point, Mich.
- Holden, Ellsworth B., B.S.'23, Mich. State Col.; M.A.'34, Columbia Univ.; Educ. Consultant, Warren S. Holmes Co., Architects, Lansing, Mich., since 1947.
- Holloway, Hugh H., B.A.'39, M.A.'46, Mich. State Col.; Supt., W. K. Kellogg Rural Agrl. Sch., Nashville, Mich., since 1952.
- Holmes, Harley W., A.B.'26, Western Mich. Col. of Educ., Kalamazoo; M.A.'35, Albion Col.; Supt. of Sch., Marshall, Mich., since 1929.
- Holmes, J. E., A.B.'27, Western Mich. Col. of Educ., Kalamazoo; A.M.'35, Univ. of Wyo.; Supt. of Sch., Spring Lake, Mich., since 1923.
- Hood, Carl, A.B.'24, Mich. State Normal Col.; M.A.'28, Univ. of Mich.; Prof. of Educ., Mich. State Normal Col., Ypsilanti, Mich., since 1946.
- Hooper, Mary L., M.E.'45, Wayne Univ.; Prin., Robinson Sch., Detroit, Mich.
- Horn, Carl M., B.S.'21, D.Ed.'50, Mich. State Col.; M.A.'27, Univ. of Mich.; Prof. of Educ., Dept. of Guidance, Mich. State Col., East Lansing, Mich., since 1950.
- Horst, Walter, M.A.'26, Univ. of Mich.; Supt. of Sch., Three Rivers, Mich., since 1936.
- Hougen, Leif A., B.E.'37, Minn. State Tchrs. Col., St. Cloud; M.A.'42, Univ. of Mich.; Ed.D.'47, Columbia Univ.; Supt. of West Bloomfield Sch., Keego Harbor, Mich., since 1952.
- Howard, Daisy E., B.S.'40, Mich. State Normal Col., Ypsilanti; M.A.'43, Univ. of Mich.; Genesee Co. Supt. of Sch., Flint, Mich., since 1929.
- Huff, Leo W., A.B.'30, M.A.'35, Univ. of Mich.; Supt. of Sch., Lincoln Park, Mich., since 1928.
- Hungerford, E. J., A.B.'35, Western Mich. Col. of Educ.; M.A.'43, Univ. of Mich.; Supt. of Community Sch., Tekonsha, Mich., since 1948.
- Hunter, Ballard, A.B.'31, Univ. of Ky.; B.S. of Educ., Ecorse Twp., Dist. 11, Melvindale, Mich.
- Ireland, Dwight B., B.A.'26, M.A.'29, Ph.D.'38, Ohio State Univ.; Supt. of Sch., Birmingham, Mich., since 1942.
- Ishuter, Russell L., B.S.'32, Mich. State Normal Col., Ypsilanti; A.M.'37, Univ. of Mich.; Supt. of Twp. Sch. Dist., Plymouth, Mich., since 1932.
- Jacobs, John, A.B.'26, Univ. of Dubuque; M.A.'29, Univ. of Mich.; Supt. of Sch., Bloomfield Hills, Mich., 1948-53.
- Jacobson, Harold E., A.B.'22, Olivet Col.; Prin., West Jr. H. S., Lansing, Mich., since 1945.
- Jelsch, John, A.B.'12, Albion Col.; M.A.'27, Columbia Univ.; Supt. of Sch., Iron Mountain, Mich., since 1933.
- Jenema, P. J., M.S.'40, Mich. State Col.; Supt. of Sch., Wyandotte, Mich.
- Jennings, E. J., M.A.'34, Univ. of Mich.; Educ. Consultant, Kingscott Arch. and Engrs., Kalamazoo, Mich., since 1953.
- Jensen, Leo L., M.A.'41, Univ. of Mich.; Supt. of Sch., Saline, Mich., since 1943.
- Johansen, Albert C., B.S.'33, Western Mich. Col. of Educ.; M.A.'39, Univ. of Mich.; Supt. of Sch., Willow Run, Mich., since 1952.
- Johnson, Eugene L., B.S.'28, Central Mo. Col., Wartensburg; M.A.'33, Tchrs. Col., Columbia Univ.; Supt. of Sch., Bloomfield Hills, Mich., since 1953.
- Johnson, Harry O., A.B.'29, Northern Mich. Col. of Educ., Marquette; M.A.'37, Univ. of Mich.; Supt. of Livonia Dist. Twp. Sch., Plymouth, Mich., since 1944.
- *Jones, Howard Robert, B.S.'33, M.A.'36, Univ. of Minn.; Ph.D.'40, Yale Univ.; Prof. of Sch. Admin., Sch. of Educ., Univ. of Mich., Ann Arbor, Mich., since 1951.
- Kacbele, Arthur A., A.B.'28, Western Mich. Col. of Educ., Kalamazoo; M.A.'37, Northwestern Univ.; Supt. of Sch., Allegan, Mich., since 1939.
- Kahl, Harris A., B.S.'32, Mich. State Col.; M.A.'47, Univ. of Mich.; Supt. of Twp. Sch., Rudyard, Mich., since 1945.
- Kanftman, Jennie M., M.A.'39, Univ. of Mich.; Supt. of Ottawa Co. Sch., Grand Haven, Mich., since 1947.
- Kaulitz, Dale E., B.S.'43, M.A.'51, Mich. State Col.; Supt., Summerfield Twp. Sch., Petersburg, Mich., since 1952.
- Keicher, R. Frederic, B.S.'30, Western Mich. Col. of Educ.; M.S.'36, Univ. of Mich.; Supt. of Sch., Michigan Center, Mich., since 1939.
- Kennedy, Ernest Dale, A.B.'31, Central Mich. Col. of Educ.; M.A.'35, Univ. of Mich.; Asst. Exec. Secy., Mich. Educ. Assn., Lansing, Mich., since 1950.
- King, Dorothea C., M.A.'39, Wayne Univ.; Prin. of MacDowell Elem. Sch., Detroit, Mich., since 1942.
- King, Fred M., Mgr., Market Development, Wyandotte Chemicals Corp., Wyandotte, Mich.
- King, Kenneth S., M.A.'43, Wayne Univ.; Supt. of Sch., Algonac, Mich., since 1947.
- Kirgdon, John W., M.A.'42, Univ. of Mich.; Prin. of H. S., Napoleon, Mich.
- Klein, Robert F., B.S.'49, Mich. State Normal Col., Ypsilanti; Supt., Rogers Sch., Grand Rapids, Mich., since 1949.
- Kleinert, Erwin J., A.B.'32, Mich. State Normal Col., Ypsilanti; A.M.'37, Univ. of Mich.; Supt. of Sch., Rockford, Mich., since 1942.
- Kolhoff, (Mrs.) Lloyd, Secy., B.S. of Educ., Berrien Springs, Mich.

MICHIGAN

- Fausey, Dale C., A.B.'27, Western Mich. Col. of Educ.; M.A.'35, Mich. State Col.; Supt. of Sch., Hudson, Mich., since 1951.
- Fetherston, Roy, B.A.'23, Beloit Col.; M.A.'32, Univ. of Iowa, Supt., East Grand Rapids Sch., Grand Rapids, Mich., since 1949.
- Firestone, Harry P., M.A.'41, Univ. of Mich.; Supt., Rural Agrl. Sch., Ida, Mich., since 1943.
- Fischer, Fred C., LL.B.'20, Hamilton Col. of Law; A.B.'21, M.Ed.'40 (Hon.), Mich. State Normal Col., Ypsilanti; M.A.'30, Univ. of Mich.; D.Sc.'48 (Hon.), Wayne Univ.; Co. Supt. of Sch., Detroit, Mich., since 1935.
- Formosa, Russell W., A.B.'31, M.A.'32, Univ. of Mich., Supt. of Kelloggsville Sch., Grand Rapids, Mich., since 1950.
- Frost, C. A., A.B.'33, Western Mich. Col. of Educ., Kalamazoo, M.A.'38, Univ. of Mich.; Supt., Oakleigh Jr. H.S., Grand Rapids, Mich., since 1928.
- Frost, Wilford J., Treas., Bd. of Educ., Wyandotte, Mich.
- Fry, Lloyd C., B.S.'29, Western Mich. Col. of Educ., Kalamazoo; M.A.'42, Univ. of Mich., Dist. Supt. of Sch., Godfrey-Lee Sch., Dist. 7, Grand Rapids, Mich., since 1944.
- Garber, V. E., B.A.'35, Emmanuel Missionary Col., M.A.'44, Mich. State Col.; Prin., Adelpian Academy, Holly, Mich., since 1945.
- Gessler, Henry, B.A.'30, Adrian Col.; M.A.'39, Univ. of Mich.; Supt. of Sch., Moraine, Mich., since 1942.
- Gelaton, W. L., A.B.'39, Alma Col.; M.A.'49, Univ. of Mich.; Supt. of Sch., Farwell, Mich., since 1952.
- Gerganoff, R. S., Arch., 206 North Washington St., Ypsilanti, Mich.
- Geyer, Eldon C., Supt. of Sch., Hamtramck, Mich.
- Gilliland, V. Leland, A.B.'30, Rio Grande Col.; M.A.'43, Ohio State Univ.; Supt. of Sch., Monroe, Mich., since 1953.
- Gormick, Frank J., B.S.'32, Western Mich. Col. of Educ.; M.A.'41, Univ. of Mich.; Supt. of Sch., Hickory Corners, Mich., since 1952.
- Goudy, Elbert, Trustee, Pub. Sch., Capac, Mich., since 1945.
- Grambau, Harry G., M.A.'39, Univ. of Mich.; Supt. of Sch., Rogers City, Mich., since 1950.
- Gray, Wayne, A.B.'28, Mich. State Normal Col., Ypsilanti; A.M.'38, Univ. of Mich.; Supt. of Sch., Addison, Mich., 1929-44, and since 1949.
- Greene, Leslie F., A.B.'35, Kalamazoo Col.; M.A.'39, Univ. of Mich.; Supt. of Sch., Clarkston, Mich., since 1951.
- Gregory, Joe H., B.A.'35, Northern Mich. Col. of Educ., Marquette; M.Ed.'48, Wayne Univ.; Supt. of Sch., Harper Woods, Mich., since 1947.
- Grenier, Andrew, Bd. of Educ., Willow Run, Mich.
- Griffiths, William H., B.S.'32, Western Mich. Col. of Educ.; M.A.'52, Univ. of Mich.; Supt. of Sch., Portland, Mich., since 1952.
- Grim, Edgar L., A.B.'34, Central Mich. Col. of Educ., Mt. Pleasant; M.A.'40, Univ. of Mich.; Asst. Supt. of Sch., State Dept. of Pub. Instr., Lansing, Mich., since 1949.
- Grove, Isaac E., A.B.'32, Mich. State Normal Col.; M.A.'39, Univ. of Mich.; Co. Supt. of Sch., Monroe, Mich., since 1946.
- Guckey, Joseph B., B.S.'34, Univ. of Chicago; M.A.'43, Univ. of Mich.; Supt. of Sch., Stephenson, Mich., since 1944.
- Gumser, W. W., A.B.'17, Hope Col.; A.M.'26, Univ. of Mich.; Supt. of Sch., Lowell, Mich., since 1926.
- Haberkorn, C. H., B.A.'37, Harvard Univ.; Genl. Mgr., H. E. Beyster & Associates, Inc., Arch. & Engineers, Detroit, Mich., since 1951.
- Hackmuth, B. T., B.S.'29, Western Mich. Col. of Educ.; Supt. of Sch., Comstock Park, Mich., since 1942.
- Haisley, Otto W., M.A.'17, Columbia Univ.; Educ. Consultant, Watling, Lerchen and Co., Ann Arbor, Mich., since 1953.
- Haley, Nelle, B.S.'21, A.M.'28, Tchrs. Col., Columbia Univ.; M.Ed.'44, Mich. State Normal Col., Ypsilanti; Dir. of Elem. Educ., Saginaw, Mich., since 1921.
- Hall, Fred W. H., B.A.'33, Jamestown Col.; Supt. of Sch., Hart, Mich., since 1948.
- Hamilton, Ray H., A.B.'26, Olivet Col.; M.A.'39, Univ. of Mich.; Supt. of Community Sch., Coleman, Mich., since 1952.
- Hampton, W. G., B.S.'45, Northern Mich. Col. of Educ., Marquette; A.M.'51, Univ. of Mich.; Supt. of Sch., Beaverton, Mich., since 1950.
- Hanks, N. A., M.A.'32, Univ. of Mich.; Supt. of Sch., Marysville, Mich., since 1928.
- Hansen, Harold O., A.B.'28, Mich. State Normal Col., Ypsilanti; A.M.'41, Univ. of Mich.; Supt., Huron Valley Sch., Milford, Mich., since 1949.
- Hanson, Floyd H., B.S. in Ed., Kansas State Tchrs. Col., Emporia; M.A. in Ed., Univ. of Kansas; Bd. of Educ., East Detroit, Mich.
- Hardy, Robert E., B.S.'40, Central Mich. Col. of Educ., Mt. Pleasant; M.A.'46, Univ. of Mich.; Supt., Rural Agrl. Sch., Fruitport, Mich., since 1946.
- Harper, R. W., A.B.'22, Albion Col.; M.A.'37, Univ. of Mich.; Supt. of Sch., Delton, Mich.
- Harrington, H. L., A.B.'15, M.A.'29, Ph.D.'30, Univ. of Mich.; First Asst. Supt. of Sch., Detroit, Mich., since 1942.
- Harris, William C., A.B.'29, Mich. State Normal Col., Ypsilanti; M.E.'43, Wayne Univ., Supt. of Sch., Dist. 9, Ecorse Twp., Allen Park, Mich., since 1946.
- Hawley, William B., A.B.'38, M.A.'47, Wayne Univ.; Dir. of Voc. Educ., Mich. State Col., East Lansing, Mich., since 1953.
- Hazel, Floyd M., B.S.'22, Mich. State Col.; M.A.'26, Univ. of Mich.; Supt., Lakeview Consol. Sch., Battle Creek, Mich., since 1922.
- Hellenga, Robert Dean, A.B.'47, Western Mich. Col. of Educ.; M.A.'50, Univ. of Mich.; Supt. of Sch., Ravenna, Mich., since 1951.
- Henderson, Gerald T., Asst. Prin. of Jefferson Elem. Sch., Wyandotte, Mich.

- Manley, Frank James, B.S.'30, M.E.'37, Mich. State Normal Col., Ypsilanti; M.A.'46, Univ. of Mich.; Dir., Mott Foundation Program, since 1934 and Asst. Supt. of Sch., Flint, Mich., since 1945.
- Marr, Joseph J., B.S.'35, Univ. of Detroit; Member, Bd. of Educ., Wyandotte, Mich., since 1950.
- Martin, Stephen James, A.B.'23, Hillsdale Col.; M.A.'41, Univ. of Mich.; Supt. of Sch., Ewart, Mich., since 1929.
- Matteson, James A., Diploma '49, Central Mich. Col. of Educ.; Supt. of Twp. Sch., Frankenmuth, Mich., since 1950.
- Medler, Hugh W., B.S.'33, Mich. State Normal Col., Ypsilanti; M.A.'41, Univ. of Mich.; Supt., Atherton Agr. Sch., Flint, Mich., since 1944.
- Messenger, Howard R., B.S.'47, Mich. State Normal Col.; M.S.'50, Univ. of Mich.; Supt. of Sch., Linden, Mich., since 1952.
- Meyerling, Corneil, A.B., B.S.'39, Western Mich. Col. of Educ., Kalamazoo; Supt., Maple Grove Sch., Muskegon, Mich., since 1939.
- Michelson, E. S., M.A.'47, Univ. of Mich.; Research and Planning Consultant, Garfield Sch., Wyandotte, Mich., since 1950.
- Mick, Reynold E., A.B.'35, Central Mich. Col. of Educ.; M.A.'40, Univ. of Mich.; Supt. of Tawas Area Sch., East Tawas, Mich., since 1953.
- Miller, Chester F., A.B.'07, A.M.'09, Litt.D.'28, McKendree Col.; A.M.'18, Tchrs. Col.; Columbia Univ.; LL.D.'37, Alma Col.; Supt. of Sch., Saginaw, Mich., since 1927.
- Miller, Elmer H., B.A.'44, M.A.'45, Ed.D.'52, Wayne Univ.; Mathematics Tchr., Denby H. S., Detroit, Mich., since 1944, and Special Instr., Wayne Univ., Detroit, Mich., since 1948.
- Miller, Ralph Harvey, B.S.'32, Mich. State Normal Col., Ypsilanti; M.S., P.H.'38, Univ. of Mich.; Supt. of Sch., Capac, Mich., since 1949.
- Milligan, Jack, A.B.'26, Wayne Univ.; A.M.'29, Univ. of Mich.; Chief of Bus. Educ., State Dept. of Pub. Instr., Lansing, Mich., since 1937.
- Mills, Leonard D., B.S.'38, Central Mich. Col. of Educ., Mt. Pleasant; M.A.'42, Univ. of Mich.; Supt. of Sch., Caro, Mich., since 1947.
- Miner, Roscoe C., B.S.'39, Mich. State Normal Col.; M.A.'46, Univ. of Mich.; Supt. of Godwin Heights Pub. Sch., Grand Rapids, Mich., since 1953.
- Mitchell, S. C., A.B.'16, Mich. State Normal Col.; A.M.'33, Univ. of Mich.; Supt. of Sch., Benton Harbor, Mich., since 1923.
- Mohr, Lloyd C., B.S.'16, Adrian Col.; M.A.'22, Tchrs. Col., Columbia Univ.; Supt. of Sch., South Haven, Mich., since 1929.
- Morrison, (Mrs.) Helen L., B.S.'31, Wayne Univ.; Member and Treas., Bd. of Educ., Melvindale, Mich., since 1951.
- Mosler, Earl E., A.B.'30, Hope Col.; M.S.'37, Univ. of Mich.; Dean of Prof. Educ., Mich. State Normal Col., Ypsilanti, Mich., since 1952.
- Mums, Clark, B.S.'29, Western Mich. Col. of Educ.; M.A.'42, Univ. of Mich.; Supt. of Sch., Charlotte, Mich., since 1949.
- Mumford, Don, Mgr., Hotel Statler, Detroit, Mich.
- Munn, John S., B.S.'36, Mich. State Col.; M.S.'39, Univ. of Mich.; Supt. of Pub. Sch., Fowlerville, Mich., since 1948.
- Munroe, William D., M.A.'42, Univ. of Mich.; Supt. of Rural Agr. Sch., Whitehall, Mich., since 1950.
- Munshaw, Carroll, A.B.'37, Calvin Col.; M.A.'41, Univ. of Mich.; Supt. of Sch., River Rouge, Mich., since 1951.
- Munson, Eva, B.S.'35, Wayne Univ.; Prin., Van Zile Sch., Detroit, Mich., since 1943.
- Murdoek, Edward L., B.S.'31, Western Mich. Col. of Educ., Kalamazoo; M.A.'41, Univ. of Mich.; Asst. Supt. of Sch., in chg. of Bus., Highland Park, Mich., since 1953.
- Murphy, H. M., A.B.'23, M.A.'27, Univ. of Mich.; Supt., Haslett Rural Agr. Sch., Haslett, Mich., since 1948.
- Murray, Elizabeth A., B.S.'41, Western Mich. Col. of Educ.; Member of Sch. Bd., Wyandotte, Mich., since 1951.
- Myers, Spencer W., A.B.'27, Hiram Col.; A.M. and M.B.A.'30, Northwestern Univ.; Ed.D.'42, Ind. Univ.; Supt. of Sch., Flint, Mich., since 1952.
- Nelson, Herbert R., B.A.'31, Union Col. (Nebr.); M.A.'39, Univ. of Nebr.; Supt., Mich. Conference of Seventh-day Adventists, Lansing, Mich., since 1949.
- Nelson, James K., A.B.'34, Central Mich. Col. of Educ.; A.M.'44, Univ. of Mich.; Supt. of Sch., Calumet, Mich., since 1952.
- Nelson, Sanford J., B.S.'31, Hillsdale Col.; M.A.'53, Mich. State Col.; Supt. of Sch., Ovid, Mich., since 1952.
- Nelson, W. A., B.A.'25, Union Col.; Educ. Secy., Lake Union Conf., Seventh Day Adventists, Barrien Springs, Mich., since 1947.
- Newell, Russell A., B.S.'35, Central Mich. Col. of Educ.; M.A.'49, Mich. State Col.; Supt. of Pennfield Agr. Sch., Battle Creek, Mich., since 1952.
- Nicholas, Lynn N., B.A.'29, Ohio Wesleyan Univ.; M.A.'35, Ph.D.'51, Ohio State Univ.; Prof. of Educ. Admin., Wayne Univ., Detroit, Mich., since 1953.
- Nill, Louise K., B.A.'29, Wayne Univ.; M.A.'34, Univ. of Detroit; Prin., Hamilton Sch., Detroit, Mich., since 1946.
- Norlin, Alvin P., M.A.'37, Univ. of Mich.; Supt. of Sch., Imlay City, Mich., since 1949.
- Norman, Godfrey T., B.S.'32, Alma Col.; M.A.'46, Mich. State Col.; Supt. of Sch., Reed City, Mich., since 1948.
- Norris, Loy, Ph.D.'42, Univ. of Chicago; LL.D.'49, Western Mich. Col. of Educ.; Supt. of Sch., Kalamazoo, Mich., since 1937.
- Nunn, Howard G., A.B.'39, Alma Col.; M.A.'31, Univ. of Mich.; Supt., Calhoun Rural Agr. Sch., Battle Creek, Mich., since 1952.
- Nunberger, T. S., A.B.'26, M.A.'29, Univ. of Mich.; Supt. of Sch., St. Louis, Mich., since 1932.
- Nykerk, Glenn, A.B.'31, Hope Col.; A.M.'37, Univ. of Mich.; Supt. of Sch., Richmond, Mich., since 1945.
- Orloff, R. R., B.S.'29, Mich. State Col.; M.A.'40, Univ. of Mich.; Supt. of Sch., Montague, Mich., since 1929.

MICHIGAN

- Koopman, G. Robert, A.B.'22, Central Mich. Col. of Educ., Mt. Pleasant; A.M.'26, Tchrs. Col., Columbia Univ.; D. Political Sci. '48, Univ. of Palermo; Assoc. State Supt. of Pub. Instr., Lansing, Mich., since 1947.
- Koppin, Paul G., Jr., Treas., Bd. of Educ., East Detroit, Mich.
- Kos, James M., M.A.'42, Univ. of Mich.; Supt. of Sch., Lakeview, Mich., since 1937.
- Krueger, Lawrence F., B.S.'32, Univ. of Toledo; M.A.'34, Univ. of Mich.; Supt. of Pittsfield Sch. Dist. 9, Ann Arbor, Mich., since 1947.
- Krug, Marguerite Charlotte, B.S.'29, M.A.'34, Wayne Univ., Prin., Elem. Sch., 2270 Leslie Ave., Detroit, Mich., since 1933.
- Kuhn, Florence E., B.S.'29, M.S.'35, Wayne Univ.; Asst. Supt. of Sch., Detroit, Mich.
- Lamb, L. H., B.S.'22, Stout Inst.; M.A.'32, Univ. of Mich.; Supt. of Sch., Hastings, Mich., since 1953.
- Lamb, T. N., B.S.'25, Ind. State Normal Sch.; B.A.'28, Goshen Col.; M.A.'31, Univ. of Mich.; Supt., Bendle Sch. Dist., Flint, Mich., since 1937.
- Lamer, Peter A., B.S.'45, Western Mich. Col. of Educ.; Supt. of Sch., Climax, Mich., since 1953.
- Lancaster, Earl R., B.S.'33, Adrian Col.; M.A.'40, Univ. of Mich.; Supt. of Sch., St. Johns, Mich., since 1952.
- Lane, Edward M., B.C.Sc.'25, Univ. of Detroit; Secy. and Bus. Mgr., Bd. of Educ., Detroit, Mich., since 1939.
- Latchaw, L. H., B.S.'29, Mich. State Col.; M.A.'41, Univ. of Mich.; Supt. of Sch., Sand Creek, Mich., since 1946.
- Leach, Kent W., A.B.'37, M.A.'38, Oberlin Col.; Ph.D.'52, Western Reserve Univ.; Asst. Dir., Bureau of Sch. Serv., and Asst. Prof. in Sch. of Educ., Univ. of Mich., Ann Arbor, Mich.
- Leaver, C. B., Life Diploma '22, Western Mich. Col.; Supt. of Sch., Kent City, Mich., since 1926.
- LeCronier, Russell, A.B.'23, Central Mich. Col. of Educ., Mt. Pleasant, A.M.'35, Univ. of Mich.; Supt. of Sch., Mt. Pleasant, Mich.
- LeFevre, Harold E., A.B.'35, Mich. State Normal Col., Normal; M.A.'41, Wayne Univ., Supt., Macomb Co. Sch., Mount Clemens, Mich.
- Lemmer, John A., Ph.B.'18, Univ. of Notre Dame; M.A.'25, Univ. of Mich.; Supt. of Sch., Escanaba, Mich., since 1935.
- Leonard, Clarence E., B.S.'28, Western Mich. Col. of Educ.; M.A.'31, Univ. of Mich.; Co Supt. of Sch., Kalamazoo, Mich., since 1947.
- Letsinger, Kenneth Leo, A.B.'23, Wabash Col.; M.A.'32, Univ. of Ill.; Supt. of Sch., Dexter, Mich., since 1948.
- Lewis, (Mrs.) Florence M., B.S. in Ed.'40, Southeast Mo. State Col.; A.M.'51, Univ. of Mich.; Supt., Level Park Sch., Battle Creek, Mich., since 1950.
- Lewis, James A., B.S.'34, Central State Tchrs. Col., Mt. Pleasant, Mich.; M.A.'38, Univ. of Mich.; Supt. of Sch., Dearborn, Mich., since 1948.
- Lewis, John W., A.B.'26, Rio Grande Col.; M.E.'40, Wayne Univ.; Dist. Supt. of Sch., St. Clair Shores, Mich., since 1942.
- *Landbergh, (Mrs.) Evangeline L. L., Honorary Life Member, American Assn. of Sch. Admin. Address: 508 Lakepointe, Detroit, Mich.
- Lockwood, Ozelma, Supt. of Sch., Charlotte, Mich.
- Loomis, Glenn E., A.B.'16, M.S.'25, LL.D.'47, Olivet Col.; M.A.'30, Univ. of Mich.; Supt. of Sch., Traverse City, Mich., since 1939.
- *Lowrey, Harvey H., A.B.'17, Central State Tchrs. Col., Mt. Pleasant, Mich.; M.A.'21, Univ. of Mich.; Ph.D.'40, Univ. of Grand Rapids. Address: Saranac, Mich.
- Lowry, Charles D., B.S.'08, A.M.'13, Northwestern Univ. Address: 1027 San Lucia Dr., S.E., Grand Rapids, Mich.
- Lubbers, C. W., A.B.'25, Hope Col.; M.A.'39, Univ. of Mich.; Supt. of Sch., Plainwell, Mich., since 1941.
- Luyendyk, William A., A.B.'35, Univ. of Mich.; M.S.'48, Mich. State Col.; Supt. of Sch., Chesaning, Mich., since 1950.
- McCall, Harlan R., A.B.'28, Albion Col.; M.A.'38, Univ. of Mich.; Head of Educ. Dept., Alma Col., Alma, Mich., since 1946.
- McCarthy, Julia M., M.A.'33, Univ. of Detroit; Supvg. Prin., Burt Sch., Detroit, Mich.
- McCormick, George N., A.B.'36, Western Mich. Col. of Educ.; M.A.'50, Univ. of Mich.; Supt., Ecorse Twp. Sch. Dist. 8, Wyandotte, Mich., since 1952.
- McCully, L. J., B.S.'36, Western Mich. Col. of Educ., Kalamazoo; Bus. Agt., Pub. Sch., Bay City, Mich., since 1943.
- McDowell, James, A.B.'29, A.M.'40, Univ. of Mich.; Supt. of Sch., Tecumseh, Mich., since 1951.
- McGee, D. Reed, B.S.'31, Mich. State Col.; M.A.'45, Univ. of Mich.; Supt. of Benzonia Consol. Sch., Benzonia, Mich., since 1948.
- McHugh, (Mrs.) Evelyn C., Bd. of Educ., East Detroit, Mich.
- McIntosh, Walter L., B.S.'37, Central Mich. Col. of Educ., Mt. Pleasant; M.A.'45, Univ. of Mich.; Supt. of Twp. Sch., Marion, Mich., since 1949.
- McLeary, Ralph D., B.S.'24, M.A.'30, Colby Col.; Ed.D.'53, Harvard Univ.; Supt. of Sch., Jackson, Mich., since 1953.
- McMullan, Lloyd, B.A.'48, Mich. State Normal Col.; Supt., Sumpter Twp. Sch., Belleville, Mich., since 1950.
- McPhillimy, Robert W., B.S.'33, Pa. State Tchrs. Col., Indiana; M.S.'41, Univ. of Mich.; Prin. of Woodruff Sch., Wyandotte, Mich., since 1952.
- MacDonald, C. E., M.A.'42, Univ. of Mich.; Supt. of Sch., East Lansing, Mich.
- MacDonald, George, A.B.'34, Western State Tchrs. Col., Kalamazoo, Mich.; M.A.'40, Univ. of Mich.; Supt. of Sch., Parchment, Kalamazoo, Mich., since 1936.
- MacNaughton, Orison A., M.A.'30, Univ. of Mich.; Supt. of Sch., Howard City, Mich., since 1924.
- MacNeil, W. T., M.A.'40, Univ. of Mich.; Supt. of Sch., Munising, Mich., since 1951.
- Madison, Frederick D., Wayne Oakland Bank Bldg., Royal Oak, Mich.

- Manley, Frank James, B.S.'30, M.E.'37, Mich. State Normal Col., Ypsilanti; M.A.'46, Univ. of Mich.; Dir., Mott Foundation Program, since 1934 and Asst. Supt. of Sch., Flint, Mich., since 1945.
- Marr, Joseph J., B.S.'35, Univ. of Detroit; Member, Bd. of Educ., Wyandotte, Mich., since 1950.
- Martin, Stephen James, A.B.'23, Hilldale Col.; M.A.'41, Univ. of Mich.; Supt. of Sch., Evart, Mich., since 1929.
- Matteson, James A., Diploma '49, Central Mich. Col. of Educ.; Supt. of Twp. Sch., Frankenmuth, Mich., since 1950.
- Medler, Hugh W., B.S.'33, Mich. State Normal Col., Ypsilanti; M.A.'41, Univ. of Mich.; Supt., Atherton Agr. Sch., Flint, Mich., since 1944.
- Messenger, Howard R., B.S.'47, Mich. State Normal Col.; M.S.'50, Univ. of Mich.; Supt. of Sch., Linden, Mich., since 1952.
- Meyerling, Corneil, A.B., B.S.'39, Western Mich. Col. of Educ., Kalamazoo; Supt., Maple Grove Sch., Muskegon, Mich., since 1939.
- Michelson, E. S., M.A.'47, Univ. of Mich.; Research and Planning Consultant, Garfield Sch., Wyandotte, Mich., since 1950.
- Mick, Reynold E., A.B.'35, Central Mich. Col. of Educ.; M.A.'40, Univ. of Mich.; Supt. of Tawas Area Sch., East Tawas, Mich., since 1953.
- Miller, Chester F., A.B.'07, A.M.'09, Litt.D. '28, McKendree Col.; A.M.'18, Tchrs. Col., Columbia Univ.; L.L.D.'37, Alma Col.; Supt. of Sch., Saginaw, Mich., since 1927.
- Miller, Elmer H., B.A.'44, M.A.'45, Ed.D. '52, Wayne Univ.; Mathematica Tchr., Denby H. S., Detroit, Mich., since 1944, and Special Instr., Wayne Univ., Detroit, Mich., since 1948.
- Miller, Ralph Harvey, B.S.'32, Mich. State Normal Col., Ypsilanti; M.S., P.H.'38, Univ. of Mich.; Supt. of Sch., Capac, Mich., since 1949.
- Milligan, Jack, A.B.'26, Wayne Univ.; A.M. '29, Univ. of Mich.; Chief of Bus. Educ., State Dept. of Pub. Instr., Lansing, Mich., since 1937.
- Mills, Leonard D., B.S.'38, Central Mich. Col. of Educ., Mt. Pleasant; M.A.'42, Univ. of Mich.; Supt. of Sch., Caro, Mich., since 1947.
- Miner, Roscoe C., B.S.'39, Mich. State Normal Col.; M.A.'46, Univ. of Mich.; Supt. of Godwin Heights Pub. Sch., Grand Rapids, Mich., since 1953.
- Mitchell, S. C., A.B.'16, Mich. State Normal Col.; A.M.'33, Univ. of Mich.; Supt. of Sch., Benton Harbor, Mich., since 1923.
- Mohr, Lloyd C., B.S.'16, Adrian Col.; M.A. '22, Tchrs. Col., Columbia Univ.; Supt. of Sch., South Haven, Mich., since 1970.
- Morrison, (Mrs.) Helen L., B.S.'31, Wayne Univ.; Member and Treas., Bd. of Educ., Melvindale, Mich., since 1951.
- Mosler, Earl E., A.B.'30, Hope Col.; M.S. '37, Univ. of Mich.; Dean of Prof. Educ., Mich. State Normal Col., Ypsilanti, Mich., since 1952.
- Muma, Clark, B.S.'29, Western Mich. Col. of Educ.; M.A.'42, Univ. of Mich.; Supt. of Sch., Charlotte, Mich., since 1949.
- Murford, Don, Mgr., Hotel Statler, Detroit, Mich.
- Munn, John S., B.S.'36, Mich. State Col.; M.S.'39, Univ. of Mich.; Supt. of Pub. Sch., Fowlerville, Mich., since 1948.
- Munroe, William D., M.A.'42, Univ. of Mich.; Supt. of Rural Agr. Sch., Whitehall, Mich., since 1950.
- Munshaw, Carroll, A.B.'37, Calvin Col.; M.A.'41, Univ. of Mich.; Supt. of Sch., River Rouge, Mich., since 1951.
- Munson, Eva, B.S.'35, Wayne Univ.; Prin., Van Zile Sch., Detroit, Mich., since 1943.
- Murdock, Edward L., B.S.'31, Western Mich. Col. of Educ., Kalamazoo; M.A.'41, Univ. of Mich.; Asst. Supt. of Sch. in chg. of Bus., Highland Park, Mich., since 1953.
- Murphy, H. M., A.B.'23, M.A.'27, Univ. of Mich.; Supt., Haslett Rural Agr. Sch., Haslett, Mich., since 1948.
- Murray, Elizabeth A., B.S.'41, Western Mich. Col. of Educ.; Member of Sch. Bd., Wyandotte, Mich., since 1951.
- Myers, Spencer W., A.B.'27, Hiram Col.; A.M. and M.B.A.'30, Northwestern Univ.; Ed.D.'42, Ind. Univ.; Supt. of Sch., Flint, Mich., since 1952.
- Nelson, Herbert R., B.A.'31, Union Col. (Nebr.); M.A.'39, Univ. of Nebr.; Supt., Mich. Conference of Seventh-day Adventists, Lansing, Mich., since 1949.
- Nelson, James K., A.B.'34, Central Mich. Col. of Educ.; A.M.'44, Univ. of Mich.; Supt. of Sch., Calumet, Mich., since 1952.
- Nelson, Sanford J., B.S.'31, Hilldale Col.; M.A.'53, Mich. State Col.; Supt. of Sch., Ovid, Mich., since 1952.
- Nelson, W. A., B.A.'25, Union Col.; Educ. Secy., Lake Union Conf., Seventh Day Adventists, Berrien Springs, Mich., since 1947.
- Newell, Russell A., B.S.'35, Central Mich. Col. of Educ.; M.A.'49, Mich. State Col.; Supt. of Pennfield Agr. Sch., Battle Creek, Mich., since 1952.
- Nicholas, Lynn N., B.A.'29, Ohio Wesleyan Univ.; M.A.'35, Ph.D.'51, Ohio State Univ.; Prof. of Educ. Admin., Wayne Univ., Detroit, Mich., since 1953.
- Nill, Louise K., B.A.'29, Wayne Univ.; M.A.'34, Univ. of Detroit; Prin., Hamilton Sch., Detroit, Mich., since 1946.
- Norlin, Alvin P., M.A.'37, Univ. of Mich.; Supt. of Sch., Imlay City, Mich., since 1949.
- Norman, Godfrey T., B.S.'32, Alma Col.; M.A.'46, Mich. State Col.; Supt. of Sch., Reed City, Mich., since 1948.
- Norrix, Loy, Ph.D.'42, Univ. of Chicago; L.L.D.'49, Western Mich. Col. of Educ.; Supt. of Sch., Kalamazoo, Mich., since 1937.
- Nurn, Howard G., A.B.'39, Alma Col.; M.A. '51, Univ. of Mich.; Supt., Calhoun Rural Agr. Sch., Battle Creek, Mich., since 1952.
- Nurnberger, T. S., A.B.'26, M.A.'29, Univ. of Mich.; Supt. of Sch., St. Louis, Mich., since 1917.
- Nykerk, Glenn, A.B.'31, Hope Col.; A.M. '37, Univ. of Mich.; Supt. of Sch., Richland, Mich., since 1945.
- Oehll, R. R., B.S.'29, Mich. State Col.; B.A.'42, Univ. of Mich.; Supt. of Sch., Montague, Mich., since 1979.

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- O'Leary, Edwin John, B.S. in Ed.'40, M.S. in Ed.'45, Univ. of Ill.; Supt. of Sch., Garden City, Mich., since 1952.
- Olson, Willard C., B.A.'20, M.A.'24, Ph.D.'26, Univ. of Minn.; Dean, Sch. of Educ., Univ. of Mich., Ann Arbor, Mich., since 1952.
- O'Neill, Stanley P., B.S.'29, Western Mich. Col. of Educ.; M.S.'37, Wayne Univ.; Sch. Planning Asst., Dearborn, Mich., since 1952.
- Openlander, Stuart L., M.A.'42, Univ. of Mich.; Supt. of Sch., Wayne, Mich., since 1947.
- Owen, J. Willis, B.S.'33, Hillsdale Col.; M.A.'40, Univ. of Mich.; Supt. Twp. Sch., Dist. 4, Dearborn, Mich.
- Page, John S., A.B.'22, M.A.'24, Univ. of Mich.; M.A. in Ed.'43, Mich. State Normal Col., Ypsilanti; Supt. of Sch., Howell, Mich., since 1922.
- Park, Charles B., B.S.'25, Mich. State Col.; M.A.'35, Univ. of Mich.; Dir. of Special Studies, Div. of Field Serv., Central Mich. Col. of Educ., Mt. Pleasant, Mich., since 1953.
- Patterson, Fred W., A.B.'35, Mich. State Normal Col., A.M.'52, Univ. of Mich.; Supt. of Sch., Dryden, Mich., since 1946.
- Patyrak, Stanley, Bd. of Educ., Willow Run, Mich.
- Papper, (Mrs.) Alice N., B.S.'35, Mich. State Normal Col., M.A.'41, Univ. of Mich.; Supt. of Sch., Clayton, Mich., since 1951.
- Perry, Dorothy M., D.Ed.'50, Wayne Univ.; Prin., Law Sch., Detroit, Mich., since 1952.
- Perry, Harold G., B.B.A.'51, Detroit Inst. of Tech.; Member, Bd. of Educ., Wyandotte, Mich., since 1952.
- Peterson, Earl E., B.S.'29, Mich. State Col.; M.A.'37, Univ. of Mich.; Supt. of Rural Agrl. Sch., Brooklyn, Mich., since 1950.
- Peterson, George E., A.B.'30, Mich. State Normal Col., Ypsilanti; M.A.'38, Univ. of Mich.; Supt. of Sch., Fenton, Mich.
- Peterson, W. C., B.S.'36, Northern Mich. Col. of Educ.; M.Ed.'42, Univ. of Mich.; Supt. of Sch., Ithaca, Mich., since 1952.
- Petzke, Max K., B.A.'34, Western Mich. Col. of Educ., Kalamazoo, M.A.'43, Univ. of Mich.; Supt. of Fair Plain Sch., Benton Harbor, Mich., since 1923.
- Pfingst, Ralph A., A.B.'34, Western Mich. Col. of Educ., Kalamazoo; M.Ed.'45, Wayne Univ.; Supt. of Sch., Marine City, Mich., since 1944.
- Phillips, A. J., A.B.'21, Albion Col.; M.A.'25, Ph.D.'33, Univ. of Mich.; Exec. Secy., Mich. Educ. Assn., Lansing, Mich., since 1936.
- Phillips, F. R., M.A.'29, Univ. of Mich.; Supt. of Sch., Alma, Mich., since 1926.
- Place, Earl H., A.B.'32, Hillsdale Col.; M.A.'37, Univ. of Mich.; Supt. of Sch., St. Joseph, Mich., since 1951.
- Plummer, Leon A., A.B.'38, Western Mich. Col. of Educ., Kalamazoo; M.A.'46, Univ. of Mich.; Supt. of Walton Twp. Sch., Olivet, Mich., since 1947.
- Porter, Milton C., B.S.'39, Mich. State Normal Col., Ypsilanti; M.A.'46, Univ. of Mich.; Lenawee Co. Supt. of Sch., Adrian, Mich., since 1947.
- Purdum, Thomas Luther, A.B.'10, Centre Col.; M.A.'22, Ph.D.'25, Univ. of Mich.; Dir., Bureau of Appointments and Occupational Information, Univ. of Mich., Ann Arbor, Mich., since 1929.
- Quarnstrom, Hagle, A.B.'23, M.A.'46, Univ. of Mich.; Delta Co. Supt. of Sch., Escanaba, Mich., since 1946.
- Rabe, Jack, Prin. of Whitmore-Bolles Sch., Dearborn, Mich.
- Rainey, D. F., B.S.'20, Mich. State Col.; A.M.'37, Univ. of Mich.; Supt. of Sch., Goodrich, Mich., since 1933.
- Randall, James Wallace, M.A.'45, Univ. of Mich.; Supt. of Dye Community Sch., Flint, Mich., since 1945.
- *Rankin, Paul T., A.B.'15, Mich. State Normal Col., Ypsilanti; M.A.'21, Ph.D.'26, Univ. of Mich.; M.Ed.'42, Mich. State Normal Col.; Asst. Supt. of Sch., Detroit, Mich., since 1943.
- Rasmussen, Gerald R., B.S.'49, M.A.'53, Mich. State Col.; Supt. of Morrice Consol. Sch., Morrice, Mich., since 1953.
- Rather, A. A., A.B.'16, M.A.'24, Univ. of Mich.; M.Ed.'40, Mich. State Normal Col., Ypsilanti; Supt. of Sch., Ionia, Mich., since 1917.
- Reed, Arlie A., M.A.'38, Northwestern Univ.; Supt. of Sch., Lake Orion, Mich., since 1952.
- Reed, (Mrs.) Helen Parker, B.S. in Ed.'31, M.A.'34, Wayne Univ.; Supvg. Prin., Marshall Sch., Detroit, Mich., since 1951.
- Reeves, Floyd W., Ph.D.'25, Univ. of Chicago; Prof. of Educ. Admin., and Consultant to the Pres., Mich. State Col., East Lansing, Mich., since 1953.
- Reyhner, Theodora O., B.S.'37, Newark Col. of Engineering; A.M.'38, Columbia Univ.; Ph.D.'50, New York Univ.; Assoc. Prof. of Engineering, Mich. Col. of Mining and Tech., Houghton, Mich., since 1953.
- Rezny, Arthur A., B.S.'32, M.S.'39, Univ. of Ill.; Dir. of Instr., Bd. of Educ., Royal Oak, Mich., since 1949.
- Rich, Dwight H., A.B.'19, Kalamazoo Col.; M.A.'27, Columbia Univ.; Supt. of Sch., Lansing, Mich., since 1945.
- Richards, George H., M.A.'49, Mich. State Col.; Supt. of Okemos Consol. Sch., Okemos, Mich., since 1951.
- Richter, Arthur L., B.A.'30, Western Mich. Col., M.A.'32, Univ. of Mich.; Supt. of Sch., Frankfort, Mich., since 1944.
- Rittenhouse, Floyd Oliver, B.A.'28, Emmanuel Missionary Col.; M.A.'32, Ph.D.'47, Ohio State Univ.; Emmanuel Missionary Col., Berrien Springs, Mich., since 1952.
- Rohichaud, Hamilton J., A.B.'34, Northern Mich. Col. of Educ., Marquette; M.A.'41, Univ. of Mich.; Supt., Dist. 8, Dearborn Twp. Sch., Inkster, Mich., since 1942.
- Robinson, Allen G., M.A.'39, Univ. of Mich.; A.B.'31, Greenville Col.; Supt. of Sch., Coopersville, Mich., since 1948.
- Robinson, George R., M.A.'30, Univ. of Mich.; Supt. of Sch., Dist. 8, Oakland Co., Hazel Park, Mich., since 1952.
- Robinson, Miles W., B.S.'29, Western Mich. Col. of Educ., Kalamazoo; M.A.'39, Wayne Univ.; Supt. of Sch., Menominee, Mich., since 1950.

- Robinson, Roy Edward, A.B.'25, Central Mich. Col. of Educ., Mt. Pleasant; A.M.'37, Univ. of Mich.; Supt. of Sch., Farmdale, Mich., since 1948.
- Roe, Cleveland, A.B.'30, Mich. State Normal Col., Ypsilanti; A.M.'35, Univ. of Mich.; Supt. of Van Buren Twp. Consol. Sch., Belleville, Mich., since 1935.
- Roe, Merlin D., A.B.'39, Western Mich. Col. of Educ., Kalamazoo; M.A.'49, Wayne Univ.; Supt., Redford Twp. Sch. Dist., Detroit, Mich., since 1948.
- Roe, William H., B.A.'38, Western Mich. Col. of Educ.; M.A.'40, Ph.D.'49, Univ. of Mich.; Prof. of Sch. Admin., Sch. of Educ., Mich. State Col., East Lansing, Mich., since 1952.
- Roesch, Winston, 1130 Otillia S. E., Grand Rapids, Mich.
- Rollin, Russell A., Life Certificate '21, Mich. State Normal Col.; B.S.'44, Central Mich. Col. of Educ., Mt. Pleasant; Co. Supt. of Sch., Tawas City, Mich., since 1939.
- Ross, Meta M., Prin., Grayling Sch., Detroit, Mich., since 1930.
- Rossmann, James H., B.S.'47, Mich. State Normal Col., Ypsilanti; Supt. of Springfield Place Sch., Battle Creek, Mich., since 1948.
- Rupright, Esther, B.S.'42, Mich. State Normal Col.; M.A.'44, Univ. of Mich.; Res. Dir., Special Serv., Pub. Sch., Battle Creek, Mich., since 1950.
- Sangren, Paul V., A.B.'21, Mich. State Normal Col., Ypsilanti; A.M.'22, Ph.D.'26, Univ. of Mich.; Pres., Western Mich. Col. of Educ., Kalamazoo, Mich., since 1936.
- Schalm, Paul A., A.B.'23, A.M.'31, Univ. of Mich.; Supt. of Sch., Clawson, Mich., since 1943.
- Scharer, Clarence F., M.A.'41, Univ. of Mich.; Supt. of Sch., Inkster, Mich., since 1950.
- Scheltens, Charles A., B.S.'39, Western Mich. Col. of Educ.; M.A.'43, Univ. of Mich.; Supt. of Bedford Rural Agr. Sch., Temperance, Mich., since 1952.
- Schickler, Clyde K., B.S.'27, Mich. State Col.; M.A.'39, Wayne Univ.; Supt. of Sch., Lapeer, Mich., since 1946.
- Schlipp, Julius F., A.B.'28, Hope Col.; M.A.'31, Univ. of Mich.; Supt. of Sch., Zeeland, Mich., since 1952.
- Schmidt, Louis E., M.A.'37, Univ. of Mich.; Supt. of Clarenceville Sch., Farmington, Mich., since 1948.
- Schmidt, R. W., B.S.'46, Western Mich. Col. of Educ., Kalamazoo; Deputy Supt. of Co. Sch., Muskegon, Mich., since 1942.
- Schoenhals, Glenn, A.B.'28, Mich. State Normal Col.; M.A.'35, Univ. of Mich.; Supt. of Southfield Twp. Sch., Detroit, Mich., since 1947.
- Schoensee, Harvey, B.S.'41, Mich. State Normal Col.; M.E.'50, Wayne Univ.; Prin. of Busch H. S., Center Line, Mich., since 1951.
- Schofield, Walter S., Bd. of Educ., Van Dyke, Mich.
- Scott, Cecil G., A.B.'28, Western Mich. Col. of Educ., Kalamazoo; M.A.'40, Univ. of Mich.; Supt. of Sch., Oscoda, Mich., since 1945.
- Scott, Walter W., B.S.'33, Western Mich. Col. of Educ., Kalamazoo; M.A.'44, Mich. State Col.; Supt. of Sch., Holland, Mich.
- Shattuck, Marquis E., A.B.'12, LL.D.'47, Affham Col.; M.Ed.'29, Harvard Univ.; Asst. Supt. of Sch., Detroit, Mich., since 1945.
- Sheffers, (Mrs.) Mildred, A.B.'47, Western Mich. Col. of Educ.; Supt., Ecorse Twp. Sch. Dist. 7, Wyandotte, Mich., since 1952.
- Shurtliff, Dan A., A.B.'40, Mich. State Normal Col.; M.A.'47, Univ. of Mich.; Supt. of Sch., Pittsford, Mich.
- Shohbrook, Cecil, Supt. of Sch., Memphis, Mich.
- Shoemaker, Wayne N., A.B.'26, Kalamazoo Col.; M.A.'29, Univ. of Mich.; Supt. of Sch., Jonesville, Mich.
- Shunck, William, A.B.'31, Mich. State Normal Col.; M.A.'37, Univ. of Mich.; Supt. of Waterford Twp. Sch., Pontiac, Mich., since 1945.
- Siefert, Edward F., Supt. of Sch., New Haven, Mich.
- Simmons, William, A.B.'42, Mich. State Normal Col.; M.A.'47, Univ. of Mich.; Admin. Asst. Supt. of Twp. Sch. Dist., Romulus, Mich., since 1952.
- Simpson, Robert J., A.B.'49, Mich. State Normal Col.; Admin. Asst. to the Supt. of Sch., Garden City, Mich., since 1952.
- Skow, Alvin P., B.S. in Ed.'44, Univ. of Omaha; M.Ed.'47, Univ. of Wash.; H. S. Tchr., Northville, Mich., since 1951.
- Smart, Clifford H., M.S.'39, Wayne Univ.; Supt. of Consol. Sch., Walled Lake, Mich., since 1945.
- Smiley, Robert K., B.S.'48, Mich. State Normal Col.; M.A.'49, Univ. of Mich.; Prin. of H. S., Romulus, Mich., since 1953.
- Smith, Howard, 15226 Nehls Ave., East Detroit, Mich.
- Smith, Ira M., LL.B.'09, Ind. Univ.; LL.D.'37, Ashland Col.; Registrar, Univ. of Mich., Ann Arbor, Mich., since 1925.
- Smith, Max S., A.B.'31, Univ. of Denver; M.A.'35, Univ. of Mich.; Supt. of Sch., Highland Park, Mich., since 1951.
- Smith, Rex Beach, A.B.'38, Western Mich. Col. of Educ., Kalamazoo; M.A.'47, Univ. of Mich.; Supt. of Sch., Holt, Mich., since 1951.
- Smith, Robert B., B.S. in Ed.'40, Bowling Green State Univ.; M.A. in Ed.'53, Univ. of Mich.; Supt. of Sch., Grosse Ile, Mich., since 1952.
- Smittle, W. Ray, Ph.D.'33, Ohio State Univ.; Prof. of Educ. Admin., Wayne Univ., Detroit, Mich., since 1936.
- Snow, Fletcher J., Product Mgr., Sch. Div., American Seating Co., Grand Rapids, Mich.
- Sodt, Harold P., B.S.'47, Mich. State Normal Col.; Supt., Jefferson Consol. Sch., Monroe, Mich., since 1948.
- Spencer, Glenn, Bd. of Educ., Willow Run, Mich.
- Spink, John W., B.S.'31, Western Mich. Col. of Educ., Kalamazoo; M.A.'42, Univ. of Mich.; Supt. of Sch., Bangor, Mich., since 1945.
- Spitler, H. Carl, Supt. of Sch., Petoskey,

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- Stark, Harold C., B.S.'19, Mich. State Col.; A.M.'29, Univ. of Mich.; Supt. of Sch., Buchanan, Mich., since 1923.
- Stauffer, Clair C., A.B.'36, Central Mich. Col. of Educ.; M.A.'46, Univ. of Mich.; Supt. of Sch., Vestaburg, Mich., since 1928.
- Stevenson, Robert J., B.S.'46, Mich. State Normal Col., M.A.'48, Univ. of Mich.; Asst. Supt. of Pub. Sch., Willow Run, Mich., since 1951.
- Stout, Grover, A.B. in Ed.'28, Univ. of Mich., Prin., Russell Sch., Detroit, Mich., since 1932.
- Straight, Eugene D., B.S.Arch.'21, Univ. of Mich.; Co-Partner, Bennett and Straight, Archts., Dearborn, Mich., since 1931.
- Strayer, Floyd J., B.S.'32, Mich. State Normal Col.; A.M.'38, Univ. of Mich.; Supt. of Sch., Blissfield, Mich., since 1945.
- Strolle, Roland S., A.B.'33, Northern Mich. Col.; M.A.'41, Univ. of Minn.; Consultant, State Dept. of Pub. Instr., Lansing, Mich.
- Surline, Chester, M.A.'49, Mich. State Col.; Supt. of Sch., West Branch, Mich., since 1949.
- Taylor, C. L., A.B.'37, L.L.D.'49, Central Mich. Col. of Educ.; M.A.'48, Mich. State Col.; Supt. of Pub. Instr., State Dept. of Pub. Instr., Lansing, Mich., since 1953.
- Taylor, Edwin L., A.B.'27, Mich. State Normal Col.; A.M.'34, Univ. of Mich.; Supt. of Sch., Grandville, Mich., since 1950.
- Taylor, William C., Supt. of Sch., Trenton, Mich.
- Taylor, William H., B.S.'23, Mich. State Col.; Ed.M.'29, Harvard Univ.; Supt. of Sch., Vicksburg, Mich., since 1947.
- Thomas, E. Byron, M.A.'35, Northwestern Univ.; Supt. of Sch., Coldwater, Mich., since 1948.
- Thomas, John W., B.S.'27, Central Mich. State Tchrs. Col., Warrensburg; M.A.'35, Univ. of Mo.; Supt. of Sch., Wakefield, Mich., since 1938.
- Thomas, Wesley E., B.A.'19, M.A.'26, Mich. State Col.; Dir. of Professional Relations and Research, Mich. Educ. Assn., Lansing, Mich., since 1935.
- Thomas, William J., A.B.'34, Northern Mich. Col. of Educ.; M.A.'40, Univ. of Mich.; Supt. of Sch., Vassar, Mich., since 1951.
- Thompson, Max, B.S.'29, Alma Col.; M.A.'41, Wayne Univ.; Supt. of Sch., Van Dyke, Mich., since 1950.
- Titus, C. P., A.B.'27, Western Mich. Col. of Educ.; M.A.'46, Univ. of Mich.; Adm'n. Asst., Pub. Sch., Sault Ste. Marie, Mich., since 1952.
- Totten, W. Fred, A.B.'27, De Pauw Univ.; M.A.'31, Ph.D.'43, Ind. Univ.; Pres., Flint Jr. Col., Flint, Mich., since 1950.
- Tower, John O., A.B.'37, Mich. State Col.; Supt. of Sch., Grand Rapids, Mich., since 1951.
- Van Aken, Elbert W., A.B.'33, Mich. State Normal Col., Ypsilanti; M.A.'37, Univ. of Mich.; Supt. of Sch., Romeo, Mich., since 1948.
- Vander Linden, Clarence, A.B.'35, Hope Col., M.A.'46, Univ. of Mich.; Supt. of Sch., Leslie, Mich., since 1946.
- Vander Ven, James H., M.A.'37, Univ. of Mich.; Supt. of Sch., Mason, Mich., since 1946.
- VanderVen, William H., M.A.'53, Wayne Univ.; Supt., Dublin Sch. Dist. 7, White Lake Twp., Pontiac, Mich.
- Van Reyndam, Dirk, Archt., 410 Hammond Bldg., Detroit, Mich., since 1936.
- Van Schelven, Louis, Pres., Bd. of Educ., Grand Haven, Mich.
- Van Victor, Arthur, D.D.S.'29, Univ. of Mich.; Bd. of Educ., East Detroit, Mich.
- Van Volkinburg, R. M., M.A.'41, Univ. of Mich.; Supt. of Pub. Sch., Grand Haven, Mich., since 1952.
- VanWestrienen, Harold J., A.B. in Voc. Educ.'29, M.A. in Voc. Educ.'34, Univ. of Mich.; State Dir. of Voc. Educ., Lansing, Mich., since 1953.
- Van Zanten, Charles, A.B.'23, Hope Col.; A.M.'28, Univ. of Mich.; Supt. of Sch., Shelby, Mich., since 1947.
- Veldhuis, Charles Daniel, M.A.'30, Univ. of Mich.; Supt. of Sch., Hudsonville, Mich., 1939-53 (retired).
- VerMeulen, James M., A.B.'26, Hope Col.; Vicepres. and Gen'l. Sales Mgr., American Seating Co., Grand Rapids, Mich., since 1944.
- Vescolani, Fred, Supt. of Nadsau Twp. Sch., Carney, Mich.
- Wade, Ernest E., A.B.'17, Ind. Univ.; M.A.'23, Columbia Univ.; Supt. of Sch., East Jordan, Mich., since 1932.
- Walkotten, George, A.B.'22, Kalamazoo Col.; M.A.'31, Tchrs. Col., Columbia Univ.; Supt. of Sch., Albion, Mich., since 1939.
- Wallace, Archie O., B.S. in Ed.'39, Bowling Green State Univ.; Supt., Madison Agt. Sch., Adrian, Mich., since 1950.
- Wallace, Gerald, Member of Bd., Capac, Mich.
- Walther, Frederick, Bd. of Educ., East Detroit, Mich.
- Waugh, L. H., B.A.'25, Western Mich. Col. of Educ., Kalamazoo; M.A.'37, Univ. of Mich.; Supt. of Sch., Saugatuck, Mich., since 1925.
- Webb, Morley G., A.B.'40, Alma Col.; M.A.'46, Univ. of Mich.; Supt. of Sch., Edmore, Mich., since 1945.
- Webb, Wayne L., B.S.'34, Mich. State Normal Col.; M.S.'41, Univ. of Mich.; Supt. of Sch., Dexter, Mich., since 1952.
- Weinlander, M. A., A.B.'17, M.A.'24, Univ. of Mich.; Supt. of Sch. Dist. 2, Wyandotte, Mich., since 1935.
- Weller, Helen M., A.B.'36, Western Mich. Col. of Educ., Kalamazoo; M.A.'44, Univ. of Mich.; Supt., 800 Hubbard, N.E., Grand Rapids, Mich., since 1940.
- *Wells, John Edward, Tchrs. Cert.'24, Provincial Normal, Regina, Sask.; Life Cert.'28, Northern Mich. Col. of Educ., Marquette; B.S.'32, Manchester Col.; M.A.'43, Univ. of Mich.; Supt. of Sch., Chassell, Mich., since 1951.
- Wesbaum, Aldean B., B.S.'30, M.A.'35, Wayne Univ.; Jr. Admin. Asst., Personnel, Bd. of Educ., Detroit, Mich., since 1953.
- Wetherell, Harold O., A.B.'31, Western Mich. Col. of Educ., Kalamazoo; M.A.'41, Univ. of Mich.; Supt. of City Sch., Cheboygan, Mich., since 1948.

MINNESOTA

INDIVIDUAL MEMBERS

- White, L. E., B.S.'32, Western Mich. Col. of Educ., Kalamazoo; M.A.'41, Univ. of Mich.; Supt. of Sch., Boyne City, Mich., since 1945.
- White, Thomas W., A.B.'32, Central Mich. Col. of Educ.; Supt. of Twp. Sch., Bridgeport, Mich., since 1942.
- Whitefeet, A. J., Archt., 511 Monroe St., Kalamazoo, Mich.
- Whitman, Willard M., A.B.'09, Harvard Univ.; Supt. of Sch., Marquette, Mich., since 1920.
- Wienc, Alcuin A., B.A.'39, State Tchrs. Col., Dickinson, N. Dak.; M.A.'45, Columbia Univ.; Bus. Mgr. of Pub. Sch., Willow Run, Mich., since 1952.
- Wilde, Dorr L., A.B.'22, Western Mich. Col. of Educ., Kalamazoo; A.M.'29, Univ. of Mich.; Supt. of Sch., Manistee, Mich., since 1936.
- Wilkinson, F. Foster, B.S.'31, Mich. State Normal Col., Ypsilanti; M.A.'41, Wayne Univ.; Supt., Madison Dist. Schs., Royal Oak, Mich., since 1939.
- Wilkinson, Muriel M., A.B.'30, Mich. State Normal Col.; M.A.'31, Univ. of Mich.; Prin. of McKinley Elem. Sch., Wyandotte, Mich., since 1934.
- Wilkinson, Varl O., B.S.'39, Western Mich. Col. of Educ., Kalamazoo; M.A.'42, Univ. of Mich.; Supt., Twp. Sch., Portage, Mich., since 1947.
- Williams, J. Gordon, A.B.'36, Western Mich. Col. of Educ.; M.A.'51, Mich. State Col.; Supt. of Sch., Yale, Mich., since 1951.
- Willis, Oscar, Secy., Bd. of Educ., Capac, Mich.
- Wilson, Donald F., A.B.'27, Central Mich. Col. of Educ.; A.M.'41, Univ. of Mich.; Supt. of Sch., Bath, Mich., since 1953.
- Wilson, R. H., A.B.'23, L.L.D.'51, Alma Col.; M.A.'30, Univ. of Mich.; Supt. of Sch., Alpena, Mich., since 1936.
- Winger, Paul M., A.B.'27, Manchester Col.; A.M.'34, Ind. Univ.; Supt. of Sch., Niles, Mich., since 1951.
- Winter, (Mrs.) John K., Member, Bd. of Educ., Holland, Mich.
- Woodby, Wayne, A.B.'33, Central Mich. Col. of Educ., Mt. Pleasant; A.M.'37, Mich. State Col.; Supt. of Sch., Fennville, Mich., since 1948.
- Wooster, Glenn L., M.Ed.'50, Wayne Univ.; Supt. of Sch., Vermontville, Mich., since 1952.
- Yates, Gilbert Benton, A.B. in Ed.'34, M.A. in Ed. Adm.'42, Univ. of Mich.; Asst. Supt., Lakeview Consol. Sch. Dist. Battle Creek, Mich., since 1951.
- Yoder, Paul P., A.B.'14, Manchester Col.; Secy. and Treas., Bd. of Educ., Sturgis, Mich., since 1932.
- Zachrich, Alvin N., B.S.'47, Bowling Green State Univ.; M.A.'51, Mich. State Col.; Supt. of Sch., Harbor Springs, Mich., since 1953.
- Almen, Ansgar L., B.A.'10, Gustavus Adolphus Col.; Supt. of Sch., Balaton, Minn., since 1921, and state senator since 1935.
- Amdahl, L. H., B.E.'35, State Tchrs. Col., Winona, Minn.; M.S.'45, Univ. of N. Dak.; Supt. of Sch. Dist. 102, Washington Co., St. Paul Park, Minn., since 1950.
- Amidon, Paul S., B.S.'24, M.A.'34, Univ. of Minn.; Educ. Consultant, 603 Forshay Tower, Minneapolis, Minn.
- Anderson, Clifford E., B.A.'29, Gustavus Adolphus Col.; M.A.'40, Univ. of Minn.; Supt. of Sch., Stayton, Minn., since 1947.
- Anderson, Edward E., B.A.'42, State Tchrs. Col., Valley City, N. Dak.; M.A.'47, Univ. of Minn.; Supt. of Sch., Evansville, Minn., since 1950.
- Anderson, W. O., B.S.'25, M.A.'38, Univ. of Minn.; Supt. of Independent Sch. Dist. 13, Aurora, Minn., since 1950.
- Atwood, Perry M., B.A.'33, M.A.'35, Univ. of Minn.; Supt. of Sch., Staples, Minn., since 1921.
- Ause, Harold B., B.A.'34, St. Olaf Col.; M.A.'51, Univ. of Minn.; Supt. of Sch., Harmony, Minn., since 1951.
- Becker, Vernon W., B.A.'32, Union Col. (Nebr.); Ed.M.'52, Colo. State Col. of Educ.; Educ. Secy., Northern Union Conference of Seventh-Day Adventists, Minneapolis, Minn., since 1951.
- Beisaas, Roy M., B.A.'32, St. Olaf Col.; M.A.'42, Univ. of Minn.; Supt. of Sch., Brabam, Minn., since 1949.
- Bender, Lloyd L., B.A.'24, M.A.'37, Univ. of Wyo.; Supt. of Independent Sch. Dist. 33, Barnett, Minn., since 1947.
- Bergee, Arthur P., B.A.'30, Luther Col. (Iowa); L.L.B.'36, American Extension Univ.; Supt. of Sch., Hector, Minn., since 1948.
- Bettner, Fred, B.A.'39, Minn. State Tchrs. Col., Mankato; M.A.'46, Univ. of Iowa; Supt. of Sch., Lamberton, Minn., since 1949.
- Bjornson, Homer Mahlon, B.A.'43, N. Dak. State Tchrs. Col., Valley City; M.A.'50, Univ. of N. Dak.; Supt. of Sch. Dist. 2, Waubesa, Minn., since 1953.
- Borneman, George H., M.A.'39, Univ. of Minn.; Supt. of Sch., Tracy, Minn., since 1949.
- Bossing, Nelson Louis, A.B.'17, L.L.D.'48, Kansas Wesleyan Univ.; M.A.'22, Northwestern Univ.; Ph.D.'25, Univ. of Chicago; Prof. of Educ., Col. of Educ., Univ. of Minn., Minneapolis, Minn., since 1948.
- Bright, Farley D., B.E.'36, State Tchrs. Col., Bemidji, Minn.; M.A.'41, Univ. of Minn.; Supt. of Sch., Crookston, Minn., since 1950.
- Brown, David M., B.S.'41, N. Dak. Agr. Col.; M.A.'51, Univ. of Minn.; Supt. of Sch., Goodridge, Minn., since 1953.
- Brynelson, Ralph M., M.S.'50, Univ. of N. Dak.; Supt. of Sch., Cottonwood, Minn., since 1953.
- Butherford, B. G., Supt., Maplewood Acad., Hutchinson, Minn.
- Budd, George F., Ed.D.'51, Columbia Univ.; Pres., State Tchrs. Col., St. Cloud, Minn., since 1952.

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MINNESOTA

- Bye, Morris, B.A.'18, Concordia Col.; M.A.'40, Univ. of Minn.; Supt. of Sch., Anoka-Hennepin Independent Dist. 220, Anoka, Minn., since 1952.
- Carlson, Edgar M., B.A.'30, Gustavus Adolphus Col.; B.D.'33, Augustana Theol. Sem.; Ph.D.'44, Univ. of Chicago; Pres., Gustavus Adolphus Col., St. Peter, Minn., since 1944.
- Christensen, Bernhard, B.A.'22, Augsburg Col. and Theol. Sem.; Ph.D.'29, Hartford Sem. Foundation; Pres., Augsburg Col. and Theol. Sem., Minneapolis, Minn., since 1938.
- Churchill, E. C., B.A.'29, State Col., Superior, Wis.; M.A.'40, Univ. of Minn.; Supt. of Sch., Cloquet, Minn., since 1948.
- Clasen, Sherwood W., Supt., Pub. Sch., Freeborn, Minn.
- Clauson, Donald L., Supt. of Sch., Farmington, Minn.
- Cole, Alfred J., B.A.'20, St. Olaf Col.; M.A.'39, Univ. of N. Dak.; Supt. of Sch., St. James, Minn., since 1946.
- Conner, Forrest E., A.B.'23, Univ. of S. Dak.; M.A.'33, Ph.D.'37, State Univ. of Iowa; Supt. of Sch., St. Paul, Minn., since 1949.
- *Cook, Walter Wellman, B.A.'23, M.A.'26, Ph.D.'31, State Univ. of Iowa; Dean, Col. of Educ., Univ. of Minn., Minneapolis, Minn., since 1952.
- Cooper, Harry P., Asst. Supt. of Sch. in chg. of Sec. Educ., Minneapolis, Minn.
- Cory, N. Durward, A.B.'28, Wahash Col.; M.A.'35, Ball State Tchrs. Col., Muncie, Ind.; Supt. of Sch., Rochester, Minn., since 1948.
- Crawford, Clarence L., B.A.'25, Cotner Col.; M.A.'28, Univ. of Nebr.; Ph.D.'36, Univ. of Mich.; Pres., State Tchrs. Col., Mankato, Minn., since 1946.
- Crosa, C. Willard, B.A.'15, Carleton Col.; Diploma '21, Union Theol. Sem.; M.A.'21, Tchrs. Col., Columbia Univ.; Supt. of Sch., Faribault, Minn., since 1935.
- Currie, Archie G., B.S.'32, Univ. of N. Dak.; B.Ed.'33, Minn. State Tchrs. Col., Bemidji; Supt. of Sch., Garden City, Minn., since 1948.
- Dahl, James Andy, B.Ed.'31, State Tchrs. Col., Moorhead, Minn.; M.A.'33, Colo. State Col. of Educ.; Supt., City Sch., Taylora Falls, Minn., since 1952.
- Dahlin, C. H., B.A.'24, Gustavus Adolphus Col.; M.A.'41, Univ. of Minn.; Supt. of Sch., Dawson, Minn., since 1943.
- Davidson, W. H., B.A.'32, Dakota Wesleyan Univ.; M.A.'43, Univ. of S. Dak.; Supt. of Sch., Fulda, Minn., since 1946.
- Davini, William C., B.A.'36, St. John's Univ.; M.A.'40, Univ. of Minn.; Asst. Supt. in chg. of Bus. Affairs, St. Paul, Minn., since 1945.
- Dittes, William H., B.S.'21, Univ. of Minn.; M.A.'27, Columbia Univ.; Supt., Sch. Dist. 47, New York Mills, Minn., since 1949.
- Domian, O. E., B.A.'21, Hamline Univ.; M.A.'29, Ph.D.'51, Univ. of Minn.; Dir., Div. of Field Studies, Univ. of Minn., Minneapolis, Minn., since 1951.
- Dominick, Leo H., B.A.'20, M.S.'30, Univ. of N. Dak.; Supt. of Sch., International Falls, Minn., since 1949.
- Duckstad, Norman B., B.A.'26, Luther Col.; M.A.'41, Univ. of Minn.; Supt. of Sch., Princeton, Minn., 1949-53. Address: Minn. Maintenance Co., Princeton, Minn.
- Durhahn, Ezra A., B.S.'16, Hamline Univ.; M.A.'22, Columbia Univ.; Supt. of Sch., Worthington, Minn., since 1937.
- Eddle, George A., B.S. in Ed.'27, M.S. in Ed.'39, Univ. of N. Dak.; Supt. of Sch., Fairmont, Minn., since 1950.
- Een, Andrew R., B.S.'43, Minn. State Tchrs. Col., Mankato; M.A.'51, Univ. of Minn.; Supt. of Sch., Windom, Minn., since 1953.
- Eikenes, David S., B.A.'26, Concordia Col. (Minn.); M.S.'41, Univ. of N. Dak.; Supt. of Sch., Warren, Minn., since 1953.
- Eitrem, George W. B., A.B.'32, Augustana Col.; M.A.'40, Univ. of S. Dak.; Supt. of Sch., Sacred Heart, Minn., since 1946.
- Eitrem, Harvey G., B.A.'36, Augustana Col. (S. Dak.); M.S.'42, S. Dak. State Col.; Supt. of Sch., Luverne, Minn., since 1949.
- Elwell, Reid B., B.S.'36, M.A.'51, Univ. of Minn.; Supt. of Sch., Grey Eagle, Minn., since 1950.
- Enestvedt, Harold R., B.A.'28, St. Olaf Col.; M.A.'31, Univ. of Minn.; Supt. of Sch., St. Louis Park, Minn., since 1948.
- Englund, Walter E., A.B.'11, Gustavus Adolphus Col.; Exec. Secy., Minn. Educ. Assn., St. Paul, Minn., since 1937.
- Fairchild, Charles A., B.E.'33, State Tchrs. Col., Bemidji, Minn.; M.A.'42, State Univ. of Iowa; Supt. of Sch., Glancee, Minn., since 1942.
- Felpel, George, Supt. of Sch., Montgomery, Minn.
- Fox, Frank J., B.E.'33, State Tchrs. Col., LaCrosse, Wis.; M.A.'41, Univ. of Minn.; Supt. of Sch., Morris, Minn., since 1947.
- Frey, L. M., Supt. of Sch., Marshall, Minn., since 1950.
- Frishy, H. E., B.S.'34, Univ. of Minn.; Supt. of Sch., Ivanhoe, Minn., since 1936.
- Gaffney, Michael R., B.S.'33, M.S.'39, Univ. of Minn.; Supt. of Sch., Graceville, Minn., since 1949.
- Gough, Harry Betser, Ph.B.'14, Hamline Univ.; M.A.'28, Univ. of Minn.; Supt. of Sch., St. Cloud, Minn., since 1930.
- Gran, John Michael, B.A.'31, Col. of St. Thomas; M.A.'44, Univ. of Minn.; Prof. of Educ., St. Paul Sem. and the Col. of St. Catherine, St. Paul, Minn., since 1944.
- Granskou, Clemens M., A.B.'17, St. Olaf Col.; D.D.'36, Luther Theol. Sem.; Pres., St. Olaf Col., Northfield, Minn., since 1943.
- Gray, Reece, B.A.'25, Carleton Col.; M.A.'33, Univ. of Minn.; Supt. of Sch., Redwood Falls, Minn., since 1935.
- Grudem, Harold William, B.E.'39, Minn. State Tchrs. Col., Winona; Supt. of Sch., Kazoon, Minn., since 1953.
- Gustafson, Leslie J., B.A.'27, B.S.'28, M.A.'38, Univ. of Minn.; Supt. of Sch. Dist. 1, Owatonna, Minn., since 1944.
- Haflad, Arthur O., B.E.'35, State Tchrs. Col., Moorhead, Minn.; M.A.'41, Univ. of Minn.; Supt. of Sch., Alexandria, Minn., since 1949.
- Halverson, J. John, B.A.'20, St. Olaf Col.; M.A.'31, Univ. of Minn.; Supt. of Sch., Albert Lea, Minn., since 1943.

- Halvorson, Gilman R., B.Ed.'31, State Tchrs. Col., St. Cloud, Minn.; M.A.'44, Univ. of Minn.; Supt. of Sch., Chatfield, Minn., since 1950.
- Halvorson, K. L., M.A.'42, Univ. of N. Dak.; Supt. of Sch., Sauk Rapids, Minn., since 1943.
- Hankerson, Marshall R., B.A.'38, Hamline Univ.; M.A.'46, Univ. of Minn.; Supt. of Sch., Medford, Minn., since 1942.
- Hansen, Richard G., B.S. in Ed.'40, La-Crosse State Tchrs. Col. (Wis.); M.A.'46, Northwestern Univ.; Ph.D.'53, State Univ. of Iowa; Asst. Supt. of Elem. Educ., St. Paul, Minn., since 1953.
- Hanson, Paul J., B.S.'27, N. Dak. Agrl. Col.; M.S.'41, Univ. of N. Dak.; Supt. of Sch., Little Falls, Minn., since 1946.
- Hanson, W. E., A.B.'25, Gustavus Adolphus Col.; Supvr., Sch. Dist. Survey, State Dept. of Educ., St. Paul, Minn., since 1948.
- Harbo, L. S., B.A.'18, Augsburg Col.; M.A.'32, Univ. of Minn.; Supt. of Sch., Austin, Minn., since 1949.
- Hawk, Wesley Edwin, M.E.'47, Univ. of Colo.; Supt. of Sch., Janesville, Minn., since 1951.
- Hedegard, E. C., Supt., Consol. Sch. Dist. 19, Alberta, Minn.
- Hegdal, H. G., B.A.'26, St. Olaf Col.; Supt. of Sch., St. Peter, Minn., since 1947.
- Heggerston, A. I., B.A.'21, St. Olaf Col.; M.A.'30, Univ. of Minn.; Dir. of Adm'n. Research, Pub. Sch., Minneapolis, Minn., since 1936.
- Heinemann, F. E., B.A.'16, Carleton Col.; M.A.'36, Univ. of Minn.; Dir., Graded Elem. and Sec. Sch., State Dept. of Educ., St. Paul, Minn., since 1942.
- Herrmann, E. C., M.A.'40, Univ. of Minn.; Supt. of Sch., Lakefield, Minn., since 1949.
- Herrmann, John M., B.A.'22, Hamline Univ.; M.A.'39, Univ. of Minn.; Supt. of Sch., New Ulm, Minn., since 1944.
- Hill, Dolson W., M.A.'48, Univ. of Minn.; Supt. of Sch., Barnevill, Minn., since 1953.
- Hillesland, Earl F., B.S.'50, N. Dak. Agrl. Col.; Supt. of Pub. Sch., Audubon, Minn., since 1953.
- Holst, Alwyn Robert, Ed.D.'47, New York Univ.; Supt. of Sch., Coleraine, Minn., since 1953.
- Hooker, Clifford E., M.A.'32, Univ. of Minn.; Supt. of Sch., Lakeville, Minn., since 1936.
- Hughes, J. A., B.S.'19, Carleton Col.; M.A.'40, Univ. of Minn.; Supt. of Sch., Forest Lake, Minn., since 1950.
- Hulin, Herman, B.A.'40, Minn. State Tchrs. Col., St. Cloud; M.A.'43, Univ. of N. Dak.; Supt. of Sch., Long Prairie, Minn., since 1950.
- Huselid, Arthur C., B.A.'26, Luther Col.; M.S.'41, Univ. of N. Dak.; Supt. of Sch., Renville, Minn., since 1949.
- Ingebrigtsen, Carl S., B.A.'29, Concordia Col.; M.A.'40, Univ. of Minn.; Supt. of Sch., Westbrook, Minn., since 1946.
- Jacobson, Herman G., B.A.'28, Concordia Col. (Minn.); M.A.'39, Univ. of N. Dak.; Supt. of Sch., Ada, Minn., since 1952.
- Jedlicka, Alexander I., B.A.'07, M.A.'27, Univ. of Minn.; Supt. of Sch., Proctor, Minn., since 1918.
- Jensen, Harvey D., B.A.'29, St. Olaf Col.; M.A.'34, Univ. of Wis.; Supt. of Sch., Winona, Minn., since 1949.
- Jenson, Howard A., B.A.'32, Concordia Col., Moorhead, Minn.; M.S. in Ed.'43, Univ. of N. Dak.; Supt. of Sch., Litchfield, Minn., since 1945.
- Johnson, Erling O., B.A.'31, Luther Col.; M.A.'38, Univ. of Minn.; Supt. of Sch., Mankato, Minn., since 1953.
- Johnson, Grant, B.S.'39, M.A.'45, Univ. of Minn.; Supt. of Sch., Detroit Lakes, Minn., since 1951.
- Jorgenson, Harry A., B.A.'27, Concordia Col. (Minn.); Supt. of Pub. Sch., Bagley, Minn., since 1945.
- Jorstad, L. J., B.A.'12, St. Olaf Col.; Supt. of Sch., Hayfield, Minn., since 1925.
- Karow, Donald D., M.A.'42, Univ. of Minn.; Supt. of Independent Sch. Dist. 4, Lake City, Minn., since 1939.
- Kearney, Nolan Charles, B.A.'24, M.A.'32, Ph.D.'48, Univ. of Minn.; Asst. Supt. of Sch. in chg. of Research and Curriculum, St. Paul, Minn., since 1944.
- Kelley, R. M., A.B.'24, B.E.'24, Univ. of Colo.; Area Dir. of Sch., Bureau of Indian Affairs, Minneapolis, Minn.
- Kershaw, John H., M.A.'51, Univ. of Minn.; Supt. of Sch., Chokio, Minn., 1950-53.
- Knaison, Edward H., B.A.'42, State Tchrs. Col., Minot, N. Dak.; M.A.'46, Univ. of Minn.; Supt. of Sch., Farfile, Minn., since 1949.
- Knutson, S. R., B.A.'24, Luther Col.; M.S.'32, Drake Univ.; Supt. of Sch., Hutchinson, Minn., since 1940.
- Krantz, LaVern L., B.S.'29, M.A.'30, Univ. of Minn. Address: 4631 Cedar St., Minneapolis, Minn.
- Kuhlman, Milton H., B.S.'24, S. Dak. State Col.; M.A.'40, Univ. of Minn.; Supt., Edina-Morningside Sch., Minneapolis, Minn., since 1950.
- Kunelius, John E., B.S.'41, Minn. State Tchrs. Col., Winona; Supt. of Sch., Waldorf, Minn., since 1949.
- Kval, Edwin E., B.S.'35, State Tchrs. Col., Ellendale, N. Dak.; M.S.'48, Univ. of N. Dak.; Supt. of Sch., Fisher, Minn., since 1953.
- Larson, Allan L., M.A.'47, Univ. of Minn.; Supt. of Sch., Mahanomen, Minn., since 1953.
- Law, Lyle B., M.A.'49, Colo. State Col. of Educ.; Supt. of Sch., Morgan, Minn., since 1947.
- Lechner, L. T., B.A.'30, Concordia Col. (Minn.); M.A.'46, Univ. of Minn.; Supt. of Sch., Gilbert, Minn., since 1952.
- Lee, Edmund C., B.E.'35, Minn. State Tchrs. Col., Moorhead; M.A.'46, Univ. of Minn.; Supt. of Sch., Elbow Lake, Minn., since 1953.
- Lewis, Arthur J., Jr., B.A.'40, M.A.'47, Univ. of Denver; Asst. Supt. in chg. of Elem. Educ., Minneapolis, Minn., since 1952.
- Lewis, Carl Raymond, B.S.'31, N. Dak. Agrl. Col.; M.A.'42, Univ. of S. Dak.; Supt. of Sch., Rushford, Minn., since 1945.
- Lindahl, F. A., B.A.'32, Gustavus Adolphus Col.; M.A.'42, Univ. of Minn.; Supt. of Sch., Sleepy Eye, Minn., since 1947.

MINNESOTA

- Bye, Morris, B.A.'18, Concordia Col.; M.A.'40, Univ. of Minn.; Supt. of Sch., Anoka-Hennepin Independent Dist. 220, Anoka, Minn., since 1952.
- Carlson, Edgar M., B.A.'30, Gustavus Adolphus Col.; B.D.'33, Augustana Theol. Sem.; Ph.D.'44, Univ. of Chicago; Pres., Gustavus Adolphus Col., St. Peter, Minn., since 1944.
- Christensen, Bernhard, B.A.'22, Augsburg Col. and Theol. Sem.; Ph.D.'29, Hartford Sem. Foundation; Pres., Augsburg Col. and Theol. Sem., Minneapolis, Minn., since 1938.
- Churchill, E. C., B.A.'29, State Col., Superior, Wis.; M.A.'40, Univ. of Minn.; Supt. of Sch., Cloquet, Minn., since 1948.
- Clasen, Sherwood W., Supt., Pub. Sch., Freeborn, Minn.
- Clauson, Donald L., Supt. of Sch., Farmington, Minn.
- Cole, Alfred J., B.A.'20, St. Olaf Col.; M.A.'39, Univ. of N. Dak.; Supt. of Sch., St. James, Minn., since 1946.
- Conner, Forrest E., A.B.'23, Univ. of S. Dak.; M.A.'33, Ph.D.'37, State Univ. of Iowa; Supt. of Sch., St. Paul, Minn., since 1949.
- *Cook, Walter Wellman, B.A.'23, M.A.'26, Ph.D.'31, State Univ. of Iowa; Dean, Col. of Educ., Univ. of Minn., Minneapolis, Minn., since 1932.
- Cooper, Harry P., Asst. Supt. of Sch. in chg. of Sec. Educ., Minneapolis, Minn.
- Cory, N. Durward, A.B.'28, Wesesh Col.; M.A.'33, Ball State Tchrs. Col., Muncie, Ind.; Supt. of Sch., Rochester, Minn., since 1948.
- Crawford, Clarence L., B.A.'23, Cotner Col.; M.A.'28, Univ. of Nebr.; Ph.D.'36, Univ. of Mich.; Pres., State Tchrs. Col., Mankato, Minn., since 1946.
- Cross, C. Willard, B.A.'15, Carleton Col.; Diploma '21, Union Theol. Sem., M.A.'21, Tchrs. Col., Columbia Univ., Supt. of Sch., Fairbault, Minn., since 1933.
- Currie, Archie G., B.S.'32, Univ. of N. Dak.; B.Ed.'33, Minn. State Tchrs. Col., Bemidji; Supt. of Sch., Garden City, Minn., since 1948.
- Dahl, James Andy, B.Ed.'31, State Tchrs. Col., Moorhead, Minn.; M.A.'33, Colo. State Col. of Educ.; Supt., City Sch., Taylors Falls, Minn., since 1952.
- Dahlin, C. H., B.A.'24, Gustavus Adolphus Col.; M.A.'41, Univ. of Minn.; Supt. of Sch., Dawson, Minn., since 1943.
- Davidson, W. H., B.A.'32, Dakota Wesleyan Univ.; M.A.'43, Univ. of S. Dak.; Supt. of Sch., Fuld, Minn., since 1946.
- Davini, William C., B.A.'36, St. John's Univ.; M.A.'40, Univ. of Minn.; Asst. Supt. in chg. of Bus. Affairs, St. Paul, Minn., since 1945.
- Dittes, William H., B.S.'21, Univ. of Minn.; M.A.'27, Columbia Univ.; Supt., Sch. Dist. 47, New York Mills, Minn., since 1949.
- Domian, O. E., B.A.'21, Hamline Univ.; M.A.'29, Ph.D.'51, Univ. of Minn.; Dir., Div. of Field Studies, Univ. of Minn., Minneapolis, Minn., since 1951.
- Dominick, Leo H., B.A.'20, M.S.'30, Univ. of N. Dak.; Supt. of Sch., International Falls, Minn., since 1949.
- Duckstad, Norman B., B.A.'26, Luther Col.; M.A.'41, Univ. of Minn.; Supt. of Sch., Princeton, Minn., 1949-53. Address: Minn. Maintenance Co., Princeton, Minn.
- Durbahn, Ezra A., B.S.'16, Hamline Univ.; M.A.'22, Columbia Univ.; Supt. of Sch., Worthington, Minn., since 1937.
- Eddie, George A., B.S. in Ed.'27, M.S. in Ed.'39, Univ. of N. Dak.; Supt. of Sch., Fairmont, Minn., since 1930.
- Een, Andrew R., B.S.'43, Minn. State Tchrs. Col., Mankato; M.A.'51, Univ. of Minn.; Supt. of Sch., Windom, Minn., since 1953.
- Eikenes, David S., B.A.'26, Concordia Col. (Minn.); M.S.'41, Univ. of N. Dak.; Supt. of Sch., Warren, Minn., since 1953.
- Eitrem, George W. B., A.B.'32, Augustana Col.; M.A.'40, Univ. of S. Dak.; Supt. of Sch., Sacred Heart, Minn., since 1946.
- Eitrem, Harvey G., B.A.'36, Augustana Col. (S. Dak.); M.S.'42, S. Dak. State Col.; Supt. of Sch., Luverne, Minn., since 1949.
- Elwell, Reld B., B.S.'36, M.A.'51, Univ. of Minn.; Supt. of Sch., Grey Eagle, Minn., since 1950.
- Enaavedt, Harold R., B.A.'28, St. Olaf Col.; M.A.'31, Univ. of Minn.; Supt. of Sch., St. Louis Park, Minn., since 1948.
- Englund, Walter E., A.B.'11, Gustavus Adolphus Col.; Exec. Secy., Minn. Educ. Assn., St. Paul, Minn., since 1937.
- Fairchild, Charles A., B.E.'33, State Tchrs. Col., Bemidji, Minn.; M.A.'42, State Univ. of Iowa; Supt. of Sch., Glencoe, Minn., since 1942.
- Felipel, George, Supt. of Sch., Montgomery, Minn.
- Fox, Frank J., B.E.'33, State Tchrs. Col., LaCrosse, Wis.; M.A.'41, Univ. of Minn.; Supt. of Sch., Morris, Minn., since 1947.
- Frey, L. M., Supt. of Sch., Marshall, Minn., since 1950.
- Frishy, H. E., B.S.'34, Univ. of Minn.; Supt. of Sch., Ivanhoe, Minn., since 1936.
- Gaffney, Michael R., B.S.'33, M.S.'39, Univ. of Minn.; Supt. of Sch., Graceville, Minn., since 1949.
- Gough, Harry Betzer, Ph.B.'14, Hamline Univ.; M.A.'28, Univ. of Minn.; Supt. of Sch., St. Cloud, Minn., since 1930.
- Gran, John Michael, B.A.'31, Col. of St. Thomas; M.A.'44, Univ. of Minn.; Prof. of Educ., St. Paul Sem. and the Col. of St. Catherine, St. Paul, Minn., since 1944.
- Granskou, Clemens M., A.B.'17, St. Olaf Col.; B.D.'35, Luther Theol. Sem.; Pres., St. Olaf Col., Northfield, Minn., since 1943.
- Gray, Reede, B.A.'23, Carleton Col.; M.A.'33, Univ. of Minn.; Supt. of Sch., Redwood Falls, Minn., since 1935.
- Grudem, Harold William, B.E.'39, Minn. State Tchrs. Col., Winona; Supt. of Sch., Kasson, Minn., since 1953.
- Gustafson, Leslie J., B.A.'27, B.S.'28, M.A.'38, Univ. of Minn.; Supt. of Sch. Dist. 1, Owatonna, Minn., since 1944.
- Hafdal, Arthur O., B.E.'35, State Tchrs. Col., Moorhead, Minn.; M.A.'41, Univ. of Minn.; Supt. of Sch., Alexandria, Minn., since 1949.
- Halverson, J. John, B.A.'20, St. Olaf Col.; M.A.'31, Univ. of Minn.; Supt. of Sch., Albert Lea, Minn., since 1943.

- Sater, John Albert, B.A.'30, Concordia Col., (Minn.); M.Sc.'40, Univ. of N. Dak.; Supt. of Sch., Princeton, Minn., since 1953.
- Satterfield, K. C., B.S.'23, Iowa State Col.; M.A.'32, Univ. of Minn.; Supt. of Independent Sch. Dist. 35, Buhl, Minn., since 1949.
- Sattgast, Charles R., B.S.'23, Univ. of Ill.; M.A.'26, Stanford Univ.; Ph.D.'39, Columbia Univ.; Pres., State Tchrs. Col., Bemidji, Minn., since 1938.
- Schaefer, H. H., M.A.'46, Univ. of Minn.; B.E.'33, State Tchrs. Col., Mankato, Minn.; Supt. of Sch., Stewartville, Minn., since 1949.
- Scheie, O. J., B.A.'21, Concordia Col. (Minn.); Supt. of Sch., Raymond, Minn., since 1945.
- Schmidt, Edward L., B.S.'26, M.A.'36, Univ. of Minn.; Supt. of City Sch., New Prague, Minn., since 1938.
- Schoonmaker, N. B., B.S.'23, Univ. of Minn.; M.A.'43, Univ. of N. Dak. Address: 727 15th Ave., S. E., Minneapolis, Minn.
- Schweickhard, Dean M., B.A.'17, Univ. of Wis.; M.A.'27, Univ. of Minn.; Ed.D.'44, Hamline Univ.; State Comm. of Educ., St. Paul, Minn., since 1943.
- Sholy, George Irwin, B.A.'43, Concordia Col. (Minn.); M.A.'48, Univ. of N. Dak.; Supt. of Independent Sch. Dist. 3, Hancock, Minn., since 1952.
- Simley, Irvin T., A.B.'11, Luther Col.; M.A.'27, Tehra, Col., Columbia Univ.; Supt. of Special Sch. Dist. 1, Dakota Co., South St. Paul, Minn., since 1926.
- Skoog, Melville, A.B.'32, Gustavus Adolphus Col.; M.A.'41, Univ. of Mo.; Supt. of Sch., Herman, Minn., since 1949.
- Skuatad, George A., B.A.'27, St. Olaf Col.; M.A.'34, Univ. of Minn.; Dist. Supt. of Sch., Virginia, Minn., since 1942.
- Smith, James W., B.S.'15, Carroll Col.; M.A.'27, Univ. of Chicago; Supt. of Sch., Bemidji, Minn., since 1928.
- Snarr, O. W., Ph.D.'41, Univ. of Chicago; Pres., State Tchrs. Col., Moorhead, Minn., since 1941.
- Snyder, Jack, B.S.'29, Univ. of Ill.; M.A.'31, Univ. of Minn.; Supt. of Sch., Wayzata, Minn., since 1948.
- Steffenson, Paul J., B.A.'31, St. Olaf Col.; M.A.'40, Univ. of Minn.; Supt. of Independent Sch. Dist. 1, Park Rapids, Minn., since 1950.
- Steffensrud, E. R., M.A.'39, Univ. of Minn.; Supt. of Sch., Chisholm, Minn., since 1948.
- Stensvad, Ray M., B.A.'35, St. Olaf Col.; M.A.'39, Univ. of Minn.; Co. Supt. of Sch., Two Harbors, Minn., since 1949.
- Stolen, Alvin T., B.A.'18, St. Olaf Col.; M.A.'41, Univ. of Minn.; Supt. of Sch., Duluth, Minn., since 1944.
- Swenson, Justin W., A.B.'30, Augustana Col.; M.S.'38, Univ. of N. Dak.; Supt. of Sch., Pipestone, Minn., since 1948.
- Tanglen, Leverne H., B.A.'25, Macalester Col.; M.A.'39, Univ. of Minn.; Supt. of Sch., Hopkins, Minn., since 1944.
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- Ellis, J. Russell, B.S.'26, Culver-Stockton Col.; M.A.'35, Univ. of Mo.; Supt. of Sch., Canton, Mo., since 1929.
- Ellison, Irvin R., B.S. in Ed.'38, Central Mo. Col.; M.A.'49, Univ. of Kansas City, Supt. of Sch., Norborne, Mo., since 1953.
- Englehart, George Dewey, B.S. in Ed.'25, Southeast Mo. State Col.; A.M.'29, Ed.D.'46, Univ. of Mo.; Dir. of Sch. Bldg. Serv., Div. of Pub. Sch., State Dept. of Educ., Jefferson City, Mo., since 1947.
- Evans, Walter E., B.S.'30, Northeast Mo. State Tchrs. Col.; M.A.'39, Univ. of Mo.; Supt. of Sch., Fulton, Mo., since 1949.
- Eversull, Frank L., Ph.B.'20, A.M.'27, Univ. of Chicago; Ph.D.'34, Yale Univ.; D.D.'37, Marietta Col.; Lecturer, Washington Univ., St. Louis, Mo., since 1948.
- Farnham, C. W., B.S. in Ed.'38, Southwest Mo. State Col.; A.M.'41, Univ. of Mo.; Supt. of Sch., West Plains, Mo., since 1947.
- Ferguson, Dee A., A.B.'31, Southwest Mo. State Col.; M.Ed.'41, Univ. of Mo.; Supt. of Sch., Cabool, Mo., since 1948.
- Fitzgerald, James J., Member, Bd. of Ednc., St. Louis, Mo.
- *Flood, Thomas H., A.B., B.S.'42, Southwest Mo. State Col.; M.A.'48, Tchrs. Col., Columbia Univ.; Dean, Joplin Jr. Col., Joplin, Mo., since 1949.
- Floyd, Cecil, Asst. Supt. of Sch. in chg. of Elem. Educ., Joplin, Mo.
- Frasure, Glenwood, M.A.'43, Central Mo. Col.; Supt. of Reorganized Sch. Dist. 1, Jackson Co., Buckner, Mo., since 1948.
- Freeland, Henry C., B.S.'33, Northeast Mo. State Tchrs. Col.; M.A.'35, George Peabody Col. for Tchrs.; Supt. of Sch., Humphreys, Mo., since 1953.
- Freund, Roy E., M.A.'32, Univ. of Mo.; Supt. of Sch., Warsaw, Mo., since 1945.
- Friede, (Mrs.) Irma H., Graduate '08, Harris Tchrs. Col.; Member, Bd. of Educ., 1941-47, and since 1949, and Chmn. of Adult Educ., General Federation of Women's Clubs, St. Louis, Mo.
- Garrison, Milton, B.S. in Ed.'29, Northeast Mo. State Tchrs. Col.; M.A.'32, M.Ed.'40, Univ. of Mo.; Supt. of Center Pub. Sch., Kansas City, Mo., since 1944.
- Ghan, Lawrence J., B.S.'34, Southwest Mo. State Col.; M.A.'41, Univ. of Mo.; Supt. of Sch., Strafford, Mo., since 1938.
- Gold, Gladwyn H., B.S.'40, Southwest Mo. State Col.; M.E.'47, Univ. of Mo.; Supt. of Sch., Liberal, Mo., since 1952.
- Graff, Willard J., B.S. in Ed.'30, Southwest Mo. State Col.; M.A.'34, Univ. of Mo.; Supt. of Sch., Springfield, Mo., since 1952.
- Gray, Earl L., B.S. in Ed.'35, Central Mo. Col.; M.Ed.'38, Univ. of Mo.; Supt. of Sch., Brookfield, Mo., since 1948.
- Gray, Noah E., B.S. in Ed.'47, Southeast Mo. State Col.; M.A. in Ed.'51, Wash. Univ.; Dir. of Special Serv., Pub. Sch., Sikeston, Mo., since 1953.
- Greene, Paul R., B.S. in Ed.'40, Northeast Mo. State Tchrs. Col.; M.A. in Ed.'47, Washington Univ.; Supt. of Sch., Malta Bend, Mo., since 1949.
- Gribble, S. C., Acting Chmn., Dept. of Educ., Washington Univ., St. Louis, Mo.
- Guy, J. Raymond, B.S. in Ed.'31, Central Mo. Col.; M.S. in Ed.'37, Univ. of Wyo.; Supt. of Sch., Sugar Creek, Mo., since 1934.
- Hailey, Aaron C., B.S. in Ed.'28, Southwest Mo. State Col.; M.A.'31, Univ. of Mo.; Asst. to Supt. of Sch., Rolla, Mo., since 1953.
- Halter, Millard M., A.B.'21, Central Wesleyan Col.; A.M.'26, Univ. of Mo.; Supt. of Sch., Wellston, St. Louis, Mo., since 1939.
- Hamilton, Ralph E., B.S.'35, Southwest Mo. State Col.; Ed.M.'41, Univ. of Mo.; Supt. of Consol. Sch., Cassville, Mo., since 1950.
- Hansford, Byron W., M.Ed.'47, Univ. of Mo.; Dist. Supt. of Sch., Higginsville, Mo.
- Harlan, Hollis H., M.A.'49, George Peabody Col. for Tchrs.; Supt. of Sch., Canolou, Mo., since 1948.
- Harpham, Elmer D., B.S. in Ed.'25, Northeast Mo. State Tchrs. Col.; A.M.'32, Univ. of Mo.; Supt. of Sch., Tuscumbia, Mo., since 1952.
- Harris, Ruth Miriam, Ph.D.'40, Columbia Univ.; Pres., Stowe Tchrs. and Jr. Col., St. Louis, Mo., since 1940.
- *Hawkins, George L., A.B.'04, B.S.'08, Univ. of Mo. Address: 515 Fairview Ave., Webster Groves, Mo.
- Hawkins, R. O., M.A.'39, Univ. of Mo.; Supt. of Sch., Jackson, Mo., since 1938.
- Hazlett, James A., B.S. in Ed.'37, Kansas City Tchrs. Col.; M.A.'43, Univ. of Kansas City; Dir. of Research, Pub. Sch., Kansas City, Mo., since 1951.
- Heagerty, Frank, B.S.'31, Southwest Mo. State Col.; M.E.'37, Ed.D.'50, Univ. of Mo.; Supt. of Sch., Lebanon, Mo., since 1943.
- Heltzell, George D., A.B.'30, Drury Col.; M.Ed.'45, Univ. of Mo.; Supt. of Sch., Clinton, Mo., since 1952.

- Bates, A. L., M.A.'48, George Peabody Col. for Tchrs.; Supt., Consol. Sch. Dist. 6, Risco, Mo., since 1952.
- Beck, Hugo E., A.B.'39, A.M.'44, Univ. of Chicago; Supt., Bayless Sch. Dist., St. Louis, Mo., since 1943.
- Bell, C. M., M.E.'39, Univ. of Mo.; Supt. of Reorganized Sch. Dist. 2, Hayti, Mo., since 1944.
- Bell, Clifton R., B.S.'34, Southeast Mo. State Col.; M.A.'38, Univ. of Mo.; Supt. of Sch., Farmington, Mo., since 1946.
- Bell, Leslie H., B.S. in Ed.'14, A.B.'15, A.M.'31, Univ. of Mo.; Supt. of Sch., Lexington, Mo., since 1919.
- Bernard, Emil H. C., B.Pd.'07, Southeast Mo. State Col.; B.Agr.'12, B.S. in Ed.'12, Univ. of Mo.; Supt. of Mehlville Sch. Dist., Lemay, St. Louis, Mo., since 1913.
- Beumer, Edward H., A.B. and B.S.'14, Univ. of Mo., A.M.'24, Univ. of Ill.; Asst. Supt. of Instr., St. Louis, Mo., since 1942.
- Bierbaum, Milton Wesley, A.B.'28, Central Wesleyan Col.; A.M.'38, Washington Univ.; Supt., West Walnut Manor Sch., St. Louis Co., Mo., since 1934.
- Bills, Mark W., B.A.'23, DePauw Univ.; Mus. B.'35, Ph.D.'43, Univ. of Mich.; Supt. of Sch., Kansas City, Mo., since 1952.
- Blackhurst, Stephen, M.A.'26, Univ. of Mo.; Supt. of Sch., St. Charles, Mo., since 1926.
- Blackwell, George L., A.B.'29, Drury Col.; A.M.'30, Clark Univ.; A.M. in Ed.'46, Univ. of Kansas City; Supt. of Sch., St. Joseph, Mo., since 1943.
- Bleckschmidt, Herman C., B.S. in Ed.'28, A.B. in B. and P.A.'32, M.A.'34, Washington Univ.; Asst. Supt. of Normandy Sch. Dist., Normandy, Mo., since 1935.
- Bolen, Homer E., B.S. in Ed.'42, Northwest Mo. State Col.; M.Ed.'45, Univ. of Mo.; Dist. Supvr., Mo. State Dept. of Educ., Cameron, Mo., since 1948.
- Bowman, (Mrs.) Edna Davis, B.S.'34, Cumberland Univ.; M.A.'51, George Peabody Col. for Tchrs.; Supt. of Pub. Sch., Altenburg, Mo., since 1948.
- Boyd, Lloyd E., B.S. in Ed.'48, M.A.'51, Wash. Univ.; Supt. of Gasconade Co. Sch. Dist. R-3, Bland, Mo., since 1952.
- Bracken, John L., A.B.'14, LL.D.'49, Col. of Emporia; A.M.'22, Univ. of Chicago; Pres., American Assn. of Sch. Admin., 1949-50; Supt. of Sch., Clayton, Mo., since 1923.
- Bradley, Benn, M.Ed.'47, Univ. of Mo.; B.S.'38, Southwest Mo. State Col.; Supt. of Nangua Sch., Springfield, Mo., since 1950.
- Brewer, C. E., B.S. in Ed.'29, Southeast Mo. State Col.; M.A.'34, Univ. of Mo.; Supt. of Sch., Esther, Mo., since 1951.
- Brock, Raymond R., A.M.'34, Univ. of Mo.; Supt. of Sch., Liberty, Mo., since 1937.
- Brown, Alfred, B.S. in Ed.'40, Central Mo. Col.; M.E.'47, Univ. of Mo.; Supt. of Sch., Stoutland, Mo., since 1952.
- Brown, Claude, B.S. in Ed.'41, Northeast Mo. State Tchrs. Col.; M.A.'53, Washington Univ.; Supt. of Sch., Trny, Mo., since 1953.
- Brown, M. Dwight, Partner, Marshall and Brown, Architects and Engineers, 1015 Baltimore Ave., Kansas City, Mo.
- Bruce, Thor W., A.B.'23, Lawrence Col.; A.M.'31, Ph.D.'35, Univ. of Ill.; Auditor, St. Louis Bd. of Educ., St. Louis, Mo., since 1947.
- Bryan, Joseph G., A.B.'21, Central Mo. Col.; A.M.'27, Tchrs. Col., Columbia Univ.; Dir. of Sec. Educ., Pub. Sch., Kansas City, Mo., since 1940.
- Bueker, Armin H., B.S.'28, Central Mo. Col.; A.M.'32, Univ. of Mo.; Supt. of Sch., Marshall, Mo., since 1946.
- Burger, C. J., B.A.'16, Central Col. (Mo.); M.A.'29, Univ. of Mo.; Supt. of Sch., Washington, Mo., since 1930.
- Byerly, Carl L., A.B.'28, Manchester Col.; M.A.'36, Ph.D.'46, Univ. of Chicago; Dir. of Special Serv., Pub. Sch., Clayton, Mo., since 1942.
- Calvert, Chester C., B.S.'34, Culver-Stockton Col.; M.A.'40, Univ. of Mo.; Supt. of Sch., Shelbyville, Mo., since 1944.
- Camp, E. E., A.M.'34, Univ. of Mo.; Supt. of Sch., Monett, Mo., since 1939.
- Campbell, Bernard C., B.S. in Ed.'39, Southwest Mo. State Col.; M.Ed.'43, Univ. of Mo.; Ed.D.'52, Tchrs. Col., Columbia Univ.; Supt. of Sch., Lee's Summit, Mo., since 1943.
- Campbell, John Lucas, B.S.'15, Southwest Mo. State Col.; A.M.'30, Univ. of Mo.; Supt. of Sch., Carthage, Mo., since 1929.
- Capps, A. G., Ph.D.'21, Univ. of Ill.; Prof. of Educ., Univ. of Mo., Columbia, Mo., since 1921.
- Carpenter, W. W., Ph.D.'26, Columbia Univ.; Prof. of Educ., Univ. of Mo., Columbia, Mo.
- Carter, Guy, B.S. in Ed., Southwest Mo. State Col.; M.Ed.'48, Univ. of Mo.; Graduate Student, Univ. of Mo., Columbia, Mo., since 1953; Address: 1511 Rosemary Lane, Columbia, Mo.
- Clark, Glynn E., A.B.'34, A.M.'35, Wash. Univ.; Dir. of Guid. Serv., Pub. Sch., St. Louis, Mo., since 1941.
- Clark, Robert H., B.S. in Ed.'31, M.S. in Ed.'49, Central Mo. Col.; Supt. of Sch., Webb City, Mo., since 1951.
- Clarke, L. Katherine, B.A.'31, M.A.'33, State Univ. of Iowa; 254 South Brentwood, Clayton, Mo.
- Clements, H. M., A.B.'28, Univ. of Kansas; M.A.'34, Univ. of Mo.; Jackson Co. Supt. of Sch., Independence, Mo., since 1940.
- Cobble, Delmar A., M.Ed.'50, Univ. of Mo.; Supt. of Sch., Lutesville, Mo.
- Collier, I. J., Bldg. Const.'25, Prairie View A. and M. Col.; Supt., Bldg. and Utilities, Lincoln Univ., Jefferson City, Mo., since 1941.
- Cooper, C. E., B.S. in Ed.'23, Central Mo. Col.; M.Ed.'50, Univ. of Mo.; Supt. of Sch., Greenville, Mo., since 1948.
- Cooper, J. V., B.S. in Ed.'36, Southeast Mo. State Col.; M.A.'41, Univ. of Wyo.; Supt., Reorganized Sch. Dist. 2, Brosley, Mo.
- Coverdell, Mac E., B.S.'38, Northwest Mo. State Col.; M.E.'49, Univ. of Mo.; Supt. of Sch., Bowling Green, Mo., since 1947.
- Craw, Alva L., B.S.'30, Northeast Mo. State Tchrs. Col.; M.A.'34, Univ. of Mo.; Supt. of Sch., Jefferson City, Mo., since 1945.
- Cummings, Gny W., A.B.'27, William Jewell Col.; A.M.'39, Univ. of Mo.; Supt. of Sch., Palmyra, Mo., since 1942.

- Kuehner, J. Ernest, B.S. in Ed.'30, Southeast Mo. State Col.; M.S. in Ed.'41, Colo. A. and M. Col.; Dir. of Educ., Admin. Asst. to Supt. of Sch., St. Louis, Mo., since 1948.
- Lages, Charles R., B.S.'25, Southeast Mo. State Col.; A.M.'38, Colo. State Col. of Educ.; Supt. of Sch., Bismarck, Mo., since 1950.
- Lane, (Mrs.) Helen Schick, B.A.'26, M.A.'28, Ph.D.'30, Ohio State Univ.; Prin., Central Inst. for the Deaf, St. Louis, Mo., since 1941.
- Lange, Paul W., Ph.B.'30, M.A.'33, Ph.D.'40, Univ. of Chicago; Prin. of Lutheran H. S., St. Louis, Mo., since 1946.
- Larson, Richard J., B.S.'29, Univ. of Calif.; M.Ed.'36, Stanford Univ.; Prin., Sunnysdale Acad., Centralia, Mo., since 1951.
- Lawrence, John T., B.S.'41, Southeast Mo. State Col.; M.Ed.'46, Univ. of Mo.; Supt. of Sch., Bloomfield, Mo., since 1948.
- Lee, Charles A., A.M.'32, Univ. of Mo.; D.Ed.'36, Tchrs. Col., Columbia Univ.; Prof. of Educ., Washington Univ., St. Louis, Mo., since 1935.
- LeFevre, E. R., A.M.'32, Univ. of Mo.; Supt. of Sch., Paris, Mo., since 1948.
- Lemasters, E. M., B.S. in Ed.'25, Northeast Mo. State Tchrs. Col.; A.M.'29, Univ. of Mo.; Supt. of Riverview Gardens Sch., St. Louis, Mo., since 1935.
- Lemen, Robert F., A.B.'32, M.A.'33, Wash. Univ.; Prin., Wydown Sch., Clayton, Mo., since 1948.
- Lewallen, Fred, B.S., Cape Girardeau State Col., Wash. Univ.; M.A., George Peabody Col. for Tchrs., Supt. of Sch., Chaffee, Mo., since 1935.
- Lindhurst, James, A.B.'29, M.A.'39, Ed.D.'49, Wash. Univ.; Supt. of Hancock Place Sch., St. Louis Co., Mo., since 1947.
- Loughead, George R., B.S. in Ed.'20, Northeast Mo. State Tchrs. Col.; M.A.'34, Univ. of Mo.; Supt. of Sch., Poplar Bluff, Mo., since 1928.
- Lowe, Victor B., A.B.'33, Baker Univ.; M.Ed.'42, Univ. of Mo.; Supt. of Sch., Ash Grove, Mo., since 1945.
- Luse, Carl, M.A.'51, Northeast Mo. State Tchrs. Col.; Supt. of Sch., Cairo, Mo., since 1951.
- McCluer, Franc Lewis, A.B.'16, M.A.'20, Westminster Col.; Ph.D.'28, Univ. of Chicago; Pres., Lindenwood Col. for Women, St. Charles, Mo., since 1947.
- McCluer, V. C., A.B.'18, Westminster Col.; A.M.'29, Wash. Univ.; Supt. of Sch., Ferguson, Mo., since 1930.
- McConnell, Clyde W., M.A.'40, Columbia Univ.; Supt. of Sch., Ozark, Mo., since 1930.
- McCullough, D. Ralph, B.S. in Ed.'28, Southeast Mo. State Col.; A.M.'31, Ed.D.'48, Univ. of Mo.; Supt. of Sch., Flat River, Mo., since 1952.
- McDaniel, Leslie L., M.Ed.'50, Univ. of Mo.; Supt. of Sch., Rogersville, Mo., since 1950.
- McDonald, Moss, M.A.'35, Univ. of Mo.; Morgan Co. Supt. of Sch., Versailles, Mo., since 1946.
- McDonald, Paul, B.S.'49, Ed.M.'51, St. Louis Univ.; Registrar, St. Louis Univ., St. Louis, Mo., since 1951.
- McEowen, D. W., B.S. in Ed.'27, Central Mo. Col.; M.A.'36, Univ. of Mo.; Supt. of Pub. Sch., Harrisonville, Mo., since 1938.
- McGrath, Earl James, A.B.'28, M.A.'30, Univ. of Buffalo; Ph.D.'36, Univ. of Chicago; L.H.D.'46, Coe Col.; Litt.D.'49, Muskingum Col.; LL.D.'49, Univ. of Louisville; LL.D.'49, Alfred Univ.; LL.D.'50, St. Bonaventure Col.; Sc.D. in Ed.'50, Boston Univ.; LL.D.'50, Univ. of Toledo; LL.D.'50, Bethany Col.; Ped.D.'50, Bradley Univ.; Pres., Univ. of Kansas City, Kansas City, Mo., since 1953.
- McKee, Ernest M., B.S.'29, Northwest Mo. State Col.; M.A.'37, Univ. of Mo.; Supt. of Sch., Potosi, Mo., since 1950.
- McKinley, N. F., B.S. in Ed.'24, Southwest Mo. State Col.; Supt. of Consol. Sch., Seymour, Mo., since 1931.
- Mallory, Dillard A., M.Ed.'46, Univ. of Mo.; Supt. of Sch., Buffalo, Mo., since 1944.
- Marinaccio, Anthony, B.Ed.'37, Tchrs. Col. of Conn., New Britain; M.A.'39, Ohio State Univ.; Ph.D.'49, Yale Univ.; Supt. of Sch., Mexico, Mo., since 1953.
- Marrell, James F., 3911 Sullivan St., St. Louis, Mo.
- Masteron, H. Byron, B.S. in Ed.'27, Southeast Mo. State Col.; M.A.'37, State Univ. of Iowa; Supt. of Sch., Kennett, Mo., since 1945.
- *Matthews, Don B., B.S.'46, M.Ed.'47, Univ. of Mo.; Ed.D.'50, Tchrs. Col., Columbia Univ.; Supt. of Sch., Rolla, Mo., since 1953.
- Matthews, Don E., B.S.'24, Southwest Mo. State Col.; M.A.'32, Univ. of Mo.; Supt. of Consol. Sch., Linn, Mo., since 1950.
- Max, David P., A.B.'26, B.S. in Ed.'26, Northwest Mo. State Col.; M.A.'30, Univ. of Mo.; Supt. of Sch., Crystal City, Mo.
- Melcher, George, A.B.'98, Drury Col.; A.M.'19, Tchrs. Col., Columbia Univ.; Supt. of Sch., Kansas City, Mo., 1928-40; Supt. Emeritus, since 1940. Address: 3331 Campbell St., Kansas City, Mo.
- Merick, W. A., B.S. in Ed.'35, Southeast Mo. State Col.; A.M.'45, Univ. of Mo.; Supt. of Sch., Parma, Mo., since 1939.
- Mesner, Charles J., A.B.'26, M.A.'51, Wash. Univ.; Dist. Supt. of Sch., Afton, Mo., since 1933.
- Mills, Leland O., B.S.'26, Southwest Mo. State Col.; M.A.'31, Univ. of Mo.; Supt. of Sch. of the Osage, Lake Ozark, Mo., since 1935.
- Moore, Clyde T., A.B.'28, Central Wesleyan Col.; A.M.'33, Univ. of Mo.; Supt. of Community Unit Sch. R-VI, Laddonia, Mo., since 1936.
- Morgan, William E., B.A.'27, M.A.'41, Wash. Univ.; Vicepres., The Principia Schs. and Col., and Headmaster, Upper Sch., The Principia, St. Louis, Mo.
- Morrissey, Jas. F., M.A.'34, Univ. of Mo.; Supt. of Sch., Green City, Mo., since 1940.
- Nagel, Frank P., Diploma '37, Natl. Col. of Educ.; Bd. of Educ., St. Louis, Mo., since 1945.
- Newton, Carl H., M.E.'51, Univ. of Miss.; Supt. of Sch., Bell City, Mo., since 1951.

- Helvey, O. J., B.S. in Ed.'42, Central Mo. Col.; M.S. in Ed.'52, Univ. of Ark. Supt. of Sch., Pineville, Mo., since 1952
- Henderson, Barbara, B.S.'28, M.A.'29, Tchrs. Col., Columbia Univ.; Dir. of Elem. Educ., Pub Sch., Kansas City, Mo., since 1929.
- Henderson, Carl, B.S. in Ed.'32, Southwest Mo. State Col.; Ed.M.'39, Univ. of Mo.; Supt. of Sch., Moberly, Mo., since 1946.
- Henderson, Perry B., B.S. in Ed.'25, Univ. of Mo.; M.A. in Ed.'32, Wash. Univ.; Prin. of Glenridge Sch., Clayton, Mo., since 1927.
- Hendricks, Floyd W., B.S.'25, Univ. of Ill.; M.A.'31, Univ. of Chicago; Supt. of Sch., Kirkwood, Mo., since 1947.
- Hentchel, William W., B.S.'43, M.A.'48, Wash. Univ.; Supt. of Sch., Goodmen, Mo., since 1952.
- Herdson, Joe, B.S. in Ed.'34, State Tchrs. Col. of Central Mo., Warrensburg, Supt. of Consol. Sch. Dist. 2, Reytown, Mo., since 1945.
- Hickey, Margaret, LL.D.'28, Univ. of Kansas City; Dir., Miss Hickey's Sch. for Secretaries, St. Louis, Mo., since 1933.
- Hickey, Philip J., B.S.'18, M.S.'20, Univ. of Wis., Supt. of Instr., St. Louis, Mo., since 1944.
- Hill, Robert Russell, B.S. in Ed.'22, Southeast Mo. State Col., M.A.'26, Tchrs. Col., Columbia Univ.; Ph.D.'34, George Peabody Col. for Tchrs.; Prof. of Educ., Southeast Mo. State Col., Cape Girardeau, Mo., since 1928.
- Hill, Thureton S., A.B.'36, Southeast Mo. State Col.; M.Ed.'40, Univ. of Mo.; Supt. of Sch., Dexter, Mo., since 1937.
- Hillyerd, Robert B., Pres., Hillyerd Sales Co., St. Joseph, Mo.
- Hilpert, A. O., B.S. in Ed., Southeast Mo. State Col.; M.A., Univ. of Mo.; Supt. of Sch., Perryville, Mo., since 1948.
- Hitch, A. M., A.B.'97, A.M.'34, Univ. of Mo.; LL.D.'44, Westminster Col.; Pres., Kemper Military Sch., Boonville, Mo., since 1934.
- Hoech, Arthur A., B.S.'07, Central Wesleyan Col.; B.S. in Ed.'18, M.A.'31, Univ. of Mo.; Supt., Ritenour Consol. Sch. Dist., Overland, Mo., since 1920.
- Hoeffken, Theodore, Ph.D.'37, Univ. of Fribourg, Switzerland, Supt. of Sch., St. Louis Province, Society of Mary, Kirkwood, Mo., since 1949.
- Hoeft, Norman R., B.S.'47, M.S.'51, Univ. of Ill.; Admin. Asst., Bd. of Educ., Springfield, Mo., since 1949.
- Holland, Clement, B.A.'25, Col. of St. Thomas; M.A.'33, Ph.D.'41, Univ. of Minn., Prof. of Educ., St. Louis Univ., St. Louis, Mo., since 1940.
- Holman, Monroe A., M.A.'43, Univ. of Mo.; Supt. of Sch., Pattonville, Mo., since 1927.
- Holman, T. L., M.Ed.'39, Univ. of Mo.; Supt. of Sch., Berkeley, Mo., since 1936.
- Holstein, J. M., M.Ed.'41, Univ. of Mo.; Supt. of Sch., Stockton, Mo., since 1948.
- Hood, Jasper Eugene, B.S.'48, Murray State Col. (Ky.); M.A.'52, George Peabody Col. for Tchrs.; Supt. of Sch., Kewanee, Mo., since 1952.
- House, Fred B., B.S. in Ed.'28, Central Mo. Col.; A.M.'34, Univ. of Mo.; Supt. of Sch., Warrensburg, Mo., since 1941.
- Howard, Joseph E., B.S.'15, Central Col. (Mo.); A.M.'28, Univ. of Mo.; Prin., DeMun Sch., Clayton, Mo.
- Hoy, L. B., A.M.'29, Univ. of Mo.; Supt. of Sch., Gideon, Mo., since 1916.
- Inbody, R. M., B.A.'19, Univ. of Nebr.; M.S. in Ed.'36, Wash. Univ.; Dir. of Sec. Educ., Pub. Sch., St. Louis, Mo., since 1951.
- Ingle, Truman L., M.A.'42, Gellaudet Col.; LL.D.'51, Westminster Col. (Mo.); Supt. of Mo. Sch. for the Deaf, Fulton, Mo., since 1933.
- Ieley, Thurston Fayette, A.B.'28, William Jewell Col.; M.Ed.'30, Univ. of Kansas; Prof. of Educ., William Jewell Col., Liberty, Mo., since 1930.
- Ittner, William B., Vicepres., William B. Ittner, Inc., St. Louis, Mo., since 1923.
- Jackson, Euris J., B.S. in Ed.'23, Univ. of Ill.; M.A.'32, Washington Univ.; General Consultant to H. S., Harris Tchrs. Col., St. Louis, Mo., since 1952.
- Jenkins, Tennyson, Supt. of Sch., Eugene, Mo.
- Johnson, Donald W., B.S.'41, Northwest Mo. State Col., M.A.'49, Northeast Mo. State Tchrs. Col.; Supt. of Sch., Rockport, Mo., since 1949.
- Johnson, Waldo P., Pd.B.'11, Southeast Mo. State Col.; Pres., Webster Pub. Co., St. Louis, Mo., since 1924.
- Jones, Berrett Lee, A.B.'17, Drury Col.; A.M.'25, Columbia Univ.; Supt. of Sch., Galena, Mo., since 1949.
- Jones, C. H., Jr., A.B.'38, Southwest Mo. State Col.; M.Ed.'41, Univ. of Mo.; Supt. of Sch., Nevada, Mo., since 1947.
- Jones, Leonard, B.S. in Ed.'26, Northeast Mo. State Tchrs. Col.; M.A.'29, Univ. of Mo.; Buchanan Co. Supt. of Sch., St. Joseph, Mo., since 1935.
- Jones, Russell O., B.S. in Ed.'38, Central Mo. Col.; M.E.'46, Univ. of Mo.; Supt., Reorganized Sch. Dist. 5, Perikville, Mo., since 1946.
- Keith, Everett Ernest, B.S. in Ed.'29, Southwest Mo. State Col.; M.A.'32, Univ. of Mo.; Exec. Secy., Mo. State Tchrs. Assn., Columbia, Mo., since 1941.
- Keith, Lowell G., B.S.'35, Southwest Mo. State Col.; M.E.'40, Univ. of Mo.; Supt. of Sch., Independence, Mo., since 1947.
- Kinder, Leemon Newton, B.S. in Ed.'32, Southeast Mo. State Col., M.A.'41, Univ. of Mo.; Supt. of Sch., Holland, Mo., since 1951.
- Klein, Elmer F., B.S. in Ed.'41, Central Mo. Col.; M.Ed.'46, Univ. of Mo.; Supt. of Sch., Maryville, Mo., since 1951.
- Knight, Riley F., B.S.'27, Southwest Mo. State Col.; M.A.'45, George Peabody Col. for Tchrs.; Supt. of Sch., Steele, Mo., since 1949.
- Korte, Tom D., A.B.'34, Central Col. (Mo.); M.A.'39, Univ. of Mo.; Supt. of Rock Creek Sch. Dist. 35, Independence, Mo., since 1938.
- Kraft, Lester M., B.S. in Ed.'49, M.A. in Ed.'50, Northeast Mo. State Tchrs. Col.; Supt. of Sch., Perry, Mo., since 1952.
- Kruse, Samuel Andrew, A.B. and B.S. in Ed.'09, Univ. of Mo.; A.M.'15, Univ. of Wis.; Ph.D.'28, George Peabody Col. for Tchrs.; Head, Dept. of Educ., Southeast Mo. State Col., Cape Girardeau, Mo., since 1915.

- Kuehner, J. Ernest, B.S. in Ed.'30, Southeast Mo. State Col.; M.S. in Ed.'41, Colo. A. and M. Col.; Dir. of Educ., Admin. Asst. to Supt. of Sch., St. Louis, Mo., since 1948.
- Lages, Charles R., B.S.'25, Southeast Mo. State Col.; A.M.'38, Colo. State Col. of Educ.; Supt. of Sch., Bismarck, Mo., since 1950.
- Lane, (Mrs.) Helen Schick, B.A.'26, M.A.'28, Ph.D.'30, Ohio State Univ.; Prin., Central Inst. for the Deaf, St. Louis, Mo., since 1941.
- Lange, Paul W., Ph.B.'30, M.A.'33, Ph.D.'40, Univ. of Chicago; Prin. of Lutheran H. S., St. Louis, Mo., since 1946.
- Larson, Richard J., B.S.'29, Univ. of Calif.; M.Ed.'36, Stanford Univ.; Prin., Sunnydale Acad., Centralia, Mo., since 1951.
- Lawrence, John T., B.S.'41, Southeast Mo. State Col.; M.Ed.'46, Univ. of Mo.; Supt. of Sch., Bloomfield, Mo., since 1948.
- Lee, Charles A., A.M.'32, Univ. of Mo.; D.Ed.'36, Tchrs. Col., Columbia Univ.; Prof. of Educ., Washington Univ., St. Louis, Mo., since 1935.
- LeFevre, E. R., A.M.'32, Univ. of Mo.; Supt. of Sch., Paris, Mo., since 1948.
- Lemasters, E. M., B.S. in Ed.'25, Northeast Mo. State Tchrs. Col.; A.M.'29, Univ. of Mo.; Supt. of Riverview Gardens Sch., St. Louis, Mo., since 1935.
- Lemen, Robert F., A.B.'32, M.A.'33, Wash. Univ.; Prin., Wydown Sch., Clayton, Mo., since 1948.
- Lewallen, Fred, B.S., Cape Girardeau State Col.; Wssh. Univ.; M.A., George Peabody Col. for Tchrs., Supt. of Sch., Chaffee, Mo., since 1935.
- Lindhurst, James, A.B.'29, M.A.'39, Ed.D.'49, Wash. Univ.; Supt. of Hancock Place Sch., St. Louis Co., Mo., since 1947.
- Loughead, George R., B.S. in Ed.'20, Northeast Mo. State Tchrs. Col.; M.A.'34, Univ. of Mo.; Supt. of Sch., Poplar Bluff, Mo., since 1928.
- Lowe, Victor B., A.B.'33, Baker Univ.; M.Ed.'42, Univ. of Mo.; Supt. of Sch., Ash Grove, Mo., since 1945.
- Luse, Carl, M.A.'51, Northeast Mo. State Tchrs. Col.; Supt. of Sch., Cairo, Mo., since 1951.
- McCluer, Franc Lewis, A.B.'16, M.A.'20, Westminster Col.; Ph.D.'28, Univ. of Chicago; Pres., Lindenwood Col. for Women, St. Charles, Mo., since 1947.
- McCluer, V. C., A.B.'18, Westminster Col.; A.M.'29, Wash. Univ.; Supt. of Sch., Ferguson, Mo., since 1930.
- McConnell, Clyde W., M.A.'40, Columbia Univ.; Supt. of Sch., Ozark, Mo., since 1930.
- McCullough, D. Ralph, B.S. in Ed.'28, Southeast Mo. State Col.; A.M.'31, Ed.D.'48, Univ. of Mo.; Supt. of Sch., Flat River, Mo., since 1952.
- McDaniel, Leslie L., M.Ed.'50, Univ. of Mo.; Supt. of Sch., Rogersville, Mo., since 1950.
- McDonald, Moss, M.A.'35, Univ. of Mo.; Morgan Co. Supt. of Sch., Versailles, Mo., since 1946.
- McDonald, Paul, B.S.'49, Ed.M.'51, St. Louis Univ.; Registrar, St. Louis Univ., St. Louis, Mo., since 1951.
- McEowen, D. W., B.S. in Ed.'27, Central Mo. Col.; M.A.'36, Univ. of Mo.; Supt. of Pub. Sch., Harrisonville, Mo., since 1938.
- McGrath, Earl James, A.B.'28, M.A.'30, Univ. of Buffalo; Ph.D.'36, Univ. of Chicago; L.H.D.'46, Coe Col.; Litt.D.'49, Muskingum Col.; LL.D.'49, Univ. of Louisville; LL.D.'49, Alfred Univ.; LL.D.'50, St. Bonaventure Col.; Sc.D. in Ed.'50, Boston Univ.; LL.D.'50, Univ. of Toledo; LL.D.'50, Bethany Col.; Ped.D.'50, Bradley Univ.; Pres., Univ. of Kansas City, Kansas City, Mo., since 1953.
- McKee, Ernest M., B.S.'29, Northwest Mo. State Col.; M.A.'37, Univ. of Mo.; Supt. of Sch., Potosi, Mo., since 1950.
- McKinley, N. F., B.S. in Ed.'24, Southwest Mo. State Col.; Supt. of Consol. Sch., Seymour, Mo., since 1931.
- Mallory, Dillard A., M.Ed.'46, Univ. of Mo.; Supt. of Sch., Buffalo, Mo., since 1944.
- Marinaccio, Anthony, B.Ed.'37, Tchrs. Col. of Conn., New Britain; M.A.'39, Ohio State Univ.; Ph.D.'49, Yale Univ.; Supt. of Sch., Mexico, Mo., since 1953.
- Marrell, James F., 3911 Sullivan St., St. Louis, Mo.
- Masterson, H. Byron, B.S. in Ed.'27, Southeast Mo. State Col.; M.A.'37, State Univ. of Iowa; Supt. of Sch., Kennett, Mo., since 1945.
- *Matthews, Don B., B.S.'46, M.Ed.'47, Univ. of Mo.; Ed.D.'50, Tchrs. Col., Columbia Univ.; Supt. of Sch., Rolls, Mo., since 1953.
- Mathews, Don E., B.S.'24, Southwest Mo. State Col.; M.A.'32, Univ. of Mo.; Supt. of Consol. Sch., Linn, Mo., since 1950.
- Max, David P., A.B.'26, B.S. in Ed.'26, Northwest Mo. State Col.; M.A.'30, Univ. of Mo.; Supt. of Sch., Crystal City, Mo.
- Melcher, George, A.B.'98, Drury Col.; A.M.'19, Tchrs. Col., Columbia Univ.; Supt. of Sch., Kansas City, Mo., 1928-40; Supt. Emeritus, since 1940. Address: 3331 Campbell St., Kansas City, Mo.
- Merick, W. A., B.S. in Ed.'35, Southeast Mo. State Col.; A.M.'45, Univ. of Mo.; Supt. of Sch., Parma, Mo., since 1939.
- Mesnier, Charles J., A.B.'25, M.A.'51, Wash. Univ.; Dist. Supt. of Sch., Afton, Mo., since 1933.
- Mills, Leland O., B.S.'26, Southwest Mo. State Col.; M.A.'31, Univ. of Mo.; Supt. of Sch. of the Osage, Lake Ozark, Mo., since 1935.
- Moore, Clyde T., A.B.'28, Central Wesleyan Col.; A.M.'33, Univ. of Mo.; Supt. of Community Unit Sch. R-VI, Laddonia, Mo., since 1938.
- Morgan, William E., B.A.'27, M.A.'41, Wash. Univ.; Vicepres., The Principia Sch. and Col., and Headmaster, Upper Sch., The Principia, St. Louis, Mo.
- Morrissey, Jas. F., M.A.'34, Univ. of Mo.; Supt. of Sch., Green City, Mo., since 1940.
- Nagel, Frank P., Diploma '37, Natl. Col. of Educ.; Bd. of Educ., St. Louis, Mo., since 1943.
- Newton, Carl H., M.E.'51, Univ. of Miss.; Supt. of Sch., Bell City, Mo., since 1951.

MISSOURI

- Nicholas, Ivan C, B.S.'29, Northern Ill. State Tchrs. Col., M.S.'34, Ph.D.'41, Northwestern Univ., Supt., Sch. Dist., City of Ladue, St. Louis Co., Mo., since 1942.
- Nicoletti, Pete, B.S. in Ed.'37, Southwest Mo. State Col., M.A.'42, Univ. of Mo.; Supt. of Sch., Milan, Mo., since 1947.
- Nushan, A. K., Asst Supt of Sch. in chg. of Supplies and Lunchrooms, St. Louis, Mo.
- Oliver, Stanley C, B.S.'19, M.S.'25, Pa. State Col., Ph.D.'33, Columbia Univ.; Prof. of Educ., Southwest Mo. State Col., Springfield, Mo., since 1929.
- Parker, C. W., M.A.'37, Univ. of Mo.; Supt. of Sch., Ava, Mo., since 1938.
- Parker, Carl L., B.S. in Ed.'23, Southeast Mo. State Col.; A.M.'32, Ph.D.'35, Univ. of Mo.; Supt. of Sch., Maplewood-Richmond Heights Dist., Maplewood, Mo., since 1952. Address: Desloge, Mo.
- Parker, Walter W., A.B.'12, LL.D.'29, Hendrix Col.; A.M.'15, Columbia Univ.; LL.D.'47, Central Col.; Pres., Southeast Mo. State Col., Cape Girardeau, Mo., since 1933.
- Patterson, Raymond H., B.S.'30, Springfield State Col.; LL.B.'33, Cumberland Univ.; M.A.'40, Mo. Univ.; Supt. of Sch., Reeds Spring, Mo., since 1945.
- Peglar, Morris L., B.S. in Ed.'48, Northeast Mo. State Tchrs. Col.; M.A.'49, Tchrs. Col., Columbia Univ.; Supt. of Sch., Augusta, Mo., since 1950.
- Pepmiller, Carl Emmert, B.S. in Ed.'27, Southwest Mo. State Col.; M.A. in Ed.'34, Univ. of Mo.; Supt. of Sch., Thayer, Mo., since 1939.
- Pettigrew, Maynard M., M.A.'36, Univ. of Mo.; Supt. of Sch., Boonville, Mo., since 1948.
- Phelps, Lawrance E., B.S. in Ed.'35, Northwest Mo. State Col.; M.E. in Sec. Ed.'41, Univ. of Mo.; Supt. of Sch., Macon, Mo., since 1948.
- Phillips, Claude Anderson, B.S.'52, Odessa Col.; A.M.'10, Univ. of Chicago, Ph.D.'20, George Peabody Col. for Tchrs., Prof. of Educ., Univ. of Mo., Columbia, Mo., since 1924.
- Philpott, Charles H., A.B.'15, A.M.'16, Ph.D.'27, Univ. of Mo.; Dir. of Educ. Curriculum Research and Development, Bd. of Educ., St. Louis, Mo., since 1947.
- Plucker, Orvin L., B.A.'43, Augustana Col. (S. Dak.), M.Ed.'48, Univ. of S. Dak.; Ed.D.'51, Univ. of Colo.; Dir., Elem. Educ., Independence, Mo., since 1951.
- Pohlman, J. Harry, LL.B.'12, Yale Univ.; Member, Bd. of Educ., St. Louis, Mo., since 1939.
- Potter, Charles Edward, B.S.Ed.'35, Southwest Mo. State Col., M.S.Ed.'42, Univ. of Mo.; Admin Asst. to Supt., Normandy Consol. Sch. Dist., St. Louis, Mo., since 1951.
- Prock, Samuel E., A.B.'32, Berea Col.; A.M.'40, Univ. of Mo.; Supt. of Sch., Iberia, Mo., since 1951.
- Puckett, Harold G., B.S. in Ed.'26, Central Mo. Col.; M.A.'34, Univ. of Mo.; Supt. of Sch., Savannah, Mo., since 1940.
- Reals, Willis H., A.B.'15, M.A.'21, Syracuse Univ., Ph.D.'23, Columbia Univ.; Dean, Univ. Col., Washington Univ., St. Louis, Mo., since 1943.
- Rein, Fred H., Gen. Mgr., St. Louis Convention and Publicity Bureau, St. Louis, Mo.
- Rhodes, V. Harry, LL.B.'16, Wash. Univ.; Commr. of Sch. Bldgs., St. Louis, Mo., since 1948.
- Riefling, B. Jeanette, B.S.'11, A.B.'13, Univ. of Mo.; A.M.'20, Columbia Univ.; 3907 Connecticut St., St. Louis, Mo.
- Riley, George Arthur, A.B.'27, Southwest Mo. State Col.; M.A.'31, D.Ed.'45, Univ. of Mo.; Supt. of Sch., California, Mo., since 1945.
- Rissler, S. M., A.B.'21, Central Col. (Mo.); A.M.'31, Univ. of Mo.; Supt. of Sch., Trenton, Mo., since 1937.
- Ruff, John, B.S.'18, Kansas State Tchrs. Col., Emporia; M.A.'19, Ph.D.'27, Tchrs. Col., Columbia Univ.; Prof. of Educ., Univ. of Mo., Columbia, Mo., since 1928.
- Ryle, Walter Harrington, B.S. in Ed.'19, Northeast Mo. State Tchrs. Col.; A.M.'27, Ph.D.'30, Georgia Peabody Col. for Tchrs.; Pres., Northeast Mo. State Tchrs. Col., Kirksville, Mo., since 1937.
- Saltzman, B. George, LL.B.'27, M.A.'40, Univ. of Colo.; Supt. of Sch., Brentwood, Mo., since 1946.
- Schaefer, Norval P., B.S.'33, Southwest Mo. State Col.; M.A.'38, Univ. of Mo.; Supt. of Sch., Fredericktown, Mo., since 1944.
- Schooling, H. W., B.S. in Ed.'36, Southwest Mo. State Col.; M.A. in Ed.'40, Univ. of Mo.; Supt. of Sch. Dist. 74, North Kansas City, Mo., since 1949.
- Schuessler, H. R., Bus. Mgr., Westminster Col., Fulton, Mo., since 1934.
- Schultz, Louis J., M.A.'31, State Univ. of Iowa; Supt. of Sch., Central H.S., Cape Girardeau, Mo., since 1935.
- Scott, James Armstrong, A.B.'19, Univ. of Kansas; M.A.'20, Harvard Univ.; Dir. of Educ., Pub. Sch., St. Louis, Mo., since 1942.
- Scotten, C. F., B.S. and B.S. in Ed.'24, Central Mo. Col.; M.A.'30, Ed.D.'42, Univ. of Mo.; Pettis Co. Supt. of Sch., Sadalia, Mo., since 1927.
- Scruggs, Sherman D., A.B.'20, Washburn Col.; A.M.'25, Ph.D.'35, Univ. of Kansas; Pres., Lincoln Univ., Jefferson City, Mo., since 1938.
- See, Otis A., M.A.'22, Tchrs. Col., Columbia Univ.; Supt. of Sch., Jennings, Mo., since 1925.
- Selvidge, Morgan, M.S. in Ed.'37, Univ. of Colo.; Supt. of Sch., Eureka, Mo., since 1948.
- Shaffner, Charles H., A.B.'25, Mo. Wesleyan Col.; M.A.'31, Univ. of Mo.; Supt. of Sch., Princeton, Mo., since 1928.
- Shores, Roscoe V., A.B.'10, Central Col.; A.M.'25, Univ. of Wis.; Deputy Supt. of Sch., Kansas City, Mo., since 1945.
- Shultz, Lewis W., B.S.'29, Baker Univ.; M.A.'41, Univ. of Mo.; Supt. of Sch., Hickman Hills, Mo.
- Simpson, Elvis E., M.Ed.'40, Univ. of Mo.; B.S. in Ed.'31, Southwest Mo. State Col.; Supt. of Sch., Belton, Mo., since 1947.
- Smart, John R., Jr., A.B.'40, Central Col. (Mo.); M.Ed.'45, Univ. of Mo.; Supt. of Sch., Glasgow, Mo., since 1941.
- Snarr, (Mrs.) Ruth G., B.S.'43, Northeast Mo. State Tchrs. Col.; Montgomery Co. Supt. of Sch., Montgomery City, Mo., since 1947.

- Snell, Lois L., A.B.'31, Univ. of Ala.; M.A. '46, Tchrs. Col., Columbia Univ.; Educ. Consultant, Webster Pub. Co., St. Louis, Mo.
- Snyder, Robert D., A.B.'43, Harris Tchrs. Col. (Mo.); M.A.'46, Wash. Univ.; Supt. of Macon Ridge Consol. Sch. Dist. 2, Clayton, Mo., since 1950.
- Spratt, Elliott Cowgill, Secy., Hillyard Chemical Co., and Vicepres., Hillyard Sales Co., Eastern Div., St. Joseph, Mo., since 1925.
- Spurgeon, Leslie E., B.S.'33, M.A.'37, Univ. of Mo.; Supt. of Sch. Dist. R-2, Gasconade Co., Owensville, Mo., since 1943.
- Steger, Leonard Andrew, A.B.'27, Iowa State Tchrs. Col.; A.M.'32, State Univ. of Iowa; Supt. of Sch., Webster Groves, Mo., since 1944.
- Stephens, Claude E., M.A. in Ed.'27, Univ. of Mo.; Acting Dir. of Educ., Pub. Sch., St. Louis, Mo., since 1951.
- Stinson, Jesse H., B.S. in Ed.'38, Northeast Mo. State Tchrs. Col.; M.A. in Sch. Adm. '44, Univ. of Mo.; Supt. of Sch., Butler, Mo., since 1952.
- Strickler, Robert E., A.B.'20, Ind. State Tchrs. Col.; M.A.'23, Univ. of Chicago; Prin., Elem. Sch., St. Louis, Mo., since 1929.
- Suddath, William N., M.Ed.'37, Univ. of Mo.; Supt. of Sch., Desloge, Mo., since 1939.
- Sullivan, Ralph E., M.Ed.'49, Univ. of Mo.; Supt., Sch. Dist. R-2, Brunswick, Mo., since 1952.
- Summitt, James Euel, A.B.'26, Union Univ.; M.A.'35, George Peabody Col. for Tchrs.; Supt. of Sch., Cardwell, Mo., since 1930.
- Tallent, Ora T., B.S.'42, Southeast Mo. State Col.; M.Ed.'50, Univ. of Mo.; Supt. of Sch. Dist. R-3, Steelville, Mo., since 1950.
- Taylor, Roy E., B.S.'23, Kansas State Tchrs. Col., Pittsburg; M.S.'27, Univ. of Kansas; Supt. of Sch., Herculaneum, Mo., since 1924.
- Terry, Howard M., A.B.'30, Drury Col.; A.M.'38, Ed.D.'50, Univ. of Mo.; Supt. of Sch., Bonne Terre, Mo., since 1947.
- Terry, Roscoe Linn, A.B.'28, Mo. Wesleyan Col.; M.Ed.'41, Univ. of Mo.; Supt. of Sch., Memphis, Mo., since 1947.
- Thomas, Earl D., Ph.B.'29, M.A.'30, Univ. of Chicago; Prin., Lincoln H. S., and Dean, Lincoln Jr. Col., Kansas City, Mo.
- Thomas, Raymond W., A.B. in Ed.'39, St. Louis Univ.; M.S. in Ed.'47, Univ. of Southern Calif.; Supt. of Sch., Ste. Genevieve, Mo., since 1951.
- Thompson, Robert H., B.A.'31, Pd.D.'51, Mo. Valley Col.; M.A.'37, Univ. of Mo.; Supt., Mo. Sch. for the Blind, St. Louis, Mo., since 1942.
- Thurman, Ewell S., B.S. in Ed.'38, Northwest Mo. State Col.; A.M. in Ed.'41, Univ. of Mo.; Prin., Bellevue Elem. Sch., Richmond Heights, Mo., since 1948.
- Thurston, A. R., B.S. in Ed.'29, Central Mo. Col.; M.A. in Sch. Admin.'39, Univ. of Mo.; Supt. of Sch., Elvins, Mo., since 1951.
- Townsend, Loran George, B.S. in Ed.'25, Southwest Mo. State Col.; A.M.'31, Ph.D. '32, Univ. of Mo.; Prof. of Educ., Dir. of Summer Session, and Dean of the Faculty, Col. of Educ., Univ. of Mo., Columbia, Mo., since 1945.
- Twitty, Lynn M., B.S.'34, Southeast Mo. State Col.; M.A.'42, Univ. of Mo.; Supt. of Sch., Sikeston, Mo.
- Tynes, Ralph B., B.S. in Ed.'38, Central Mo. Col.; M.A. in Ed.'44, Univ. of Mo.; Supt. of Sch., Festus, Mo., since 1945.
- Upchurch, Edwin R., B.S. in Ed.'47, Southeast Mo. State Col.; M.E.'50, Univ. of Mo.; Supt., Consol. Sch., Delta, Mo., since 1950.
- Van Sickle, J. G., A.M.'31, Univ. of Mo.; Supt. of Sch., Kirksville, Mo., since 1947.
- Vossbrink, George W., B.S. in Ed.'25, Central Mo. Col.; M.A. in Ed. and Pol. Sci.'42, Wash. Univ.; St. Louis Co. Supt. of Sch., Clayton, Mo., since 1951.
- Wagner, Carl E., B.A., M.A.'49, Wash. Univ.; Prof. of Educ. in chg. of Tchrs. Tr., Park Col., Parkville, Mo., since 1953.
- Walker, N. Earl, B.S.'39, Southwest Mo. State Col.; M.Ed.'49, Univ. of Mo.; Supt. of Sch., El Dorado Springs, Mo., since 1950.
- Warren, Julius E., A.B.'10, Dartmouth Col.; M.A.'22, Tchrs. Col., Columbia Univ.; D.Sc. in Ed.'44, Boston Univ.; LL.D.'44, Northeastern Univ.; Supt. of Sch., University City, Mo., since 1946.
- Watson, Edward Elam, B.S. and A.B.'27, Southwest Mo. State Col.; M.A.'36, Stanford Univ.; Asst. Supt. of Sch., University City, Mo., since 1946.
- Webb, Frank J., B.S. in Ed.'29, B.S.'29, Central Mo. Col.; M.A.'38, Univ. of Mo.; Supt. of Sch., Windaor, Mo., since 1948.
- Weir, Thomas A., B.S.'39, M.A.'40, Univ. of Ill.; Ph.D.'51, Ohio State Univ.; 4729 Oakridge Blvd., St. Louis, Mo.
- Welch, Vernon W., B.S. in Ed.'29, Central State Col. (Okla.); M.Ed.'40, Univ. of Mo.; Supt. of Sch., Adrian, Mo., since 1944.
- Wheeler, Hubert, B.S. in Ed.'32, Southwest Mo. State Col.; M.A.'39, Univ. of Mo.; State Commr. of Educ., State Dept. of Educ., Jefferson City, Mo., since 1947.
- Whitehead, Copeland, B.S. in Ed.'49, Mo. Valley Col.; M.Ed.'51, Univ. of Mo.; Supt., Reorganized Sch. Dist. R-1 of Osage Co., Chamois, Mo., since 1951.
- Whitener, Joy E., B.S. in Ed.'42, Southeast Mo. State Col.; M.Ed.'50, Univ. of Mo.; Supt. of Sch., Louisiana, Mo., since 1952.
- Wiethaupt, Mervyn E., Secy. and Treas., Bd. of Educ., St. Louis, Mo.
- Wilson, Wallace Marvin, B.S. in Ed.'28, Southwest Mo. State Col.; M.A.'31, Ph.D. '46, Univ. of Mo.; Supt. of Sch., Camden, Mo., since 1949.
- Winder, Lester C., Dir. of Transportation, Normandy Consol. Sch. Dist., St. Louis, Mo., since 1937.
- Windes, T. R., B.S.'29, Southwest Mo. State Col.; M.S.'38, Univ. of Wyo.; Supt. of Sch., Lamar, Mo., since 1940.
- *Wood, F. Ray, B.S.'26, Southwest Mo. State Col.; A.M.'34, Univ. of Mo.; Supt. of Sch., Bolivar, Mo., since 1931.
- Wood, Roi S., A.B.'27, Central Wesleyan Col.; M.A.'34, Univ. of Mo.; Supt. of Sch. Dist. 121, Jasper Co., Joplin, Mo., since 1944.
- Wright, Frank Lee, A.B.'10, Kansas State Tchrs. Col.; M.A.'15, Univ. of Wis.; Ed.M.'24, Ed.D.'25, Harvard Univ.; Head, Dept. of Educ., Wash. Univ., St. Louis, Mo., since 1924.

MISSOURI

Young, Harold L., B.S. to Ed.'37, Central Mo. Col.; M.Ed.'49, Univ. of Mo.; State Sec. Sch. Supvr., Higginsville, Mo., since 1946.

Zwingle, J. L., B.A.'29, M.A.'32, Univ. of Teno.; Ph.D.'42, Cornell Univ.; Pres., Park Col., Parkville, Mo., since 1947.

INSTITUTIONAL MEMBERS

Curriculum Laboratory, Bd. of Educ., St. Louis, Mo.

Harris Tchrs. Col., Library, St. Louis, Mo

Lincoln University, Inmaso E Page Library, Jeffersoo City, Mo.

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St. Louis Public Library, St. Louis, Mo.

Southeast Mo. State Col., Keot Library, Cape Girardeau, Mo.

MONTANA

INDIVIDUAL MEMBERS

Baker, Ray G., B.S.'41, Univ. of N. Dak.; Supt. of Sch., Denton, Mont., since 1951.

Baum, C. W., B.A.'35, M.A.'42, Univ. of Mont., Supt. of Sch., Roundup, Mont., since 1950.

Beary, D. Hartley, B.S. in Ed.'23, Central Mo. Col., M.Ed.'46, Mont. State Univ.; Prin., Co. H. S., Missoula, Mont., since 1945.

Bergan, K. W., B.A.'15, Luther Col.; M.A.'29, M.A.'43, Univ. of Minn.; Dir., Transportation and Indian Educ., State Dept. of Pub. Instr., Helena, Mont., since 1949.

Brockmann, Louis O., B.A.'23, M.A.'29, Ph.D.'45, Univ. of Wis.; Pres., Northern Mont. Col., Havre, Mont.

Cloke, Harry H., B.Ed.'35, Mont. State Col.; M.Ed.'45, Mont. State Univ.; Supt. of Pub. Sch., Browning, Mont., since 1949.

Condon, Mary M., B.A.'39, M.A.'41, State Univ. of Iowa; State Supt. of Pub. Instr., State Dept. of Pub. Instr., Helena, Mont., since 1949.

Cooper, A. L., B.A.'30, Intermountain Union Col.; M.E.'43, Mont. State Univ.; Supt. of Pub. Sch., Poplar, Mont., since 1946.

Cox, Edith Clare, Co. Supt. of Sch., Shelby, Mont. (retired). Address: 117 Central Ave., Shelby, Mont.

Cummings, Rial, B.A.'37, Mont. State Univ.; Supt. of Pub. Sch., Plaoza, Mont., since 1941.

Davidson, V. G., B.A.'31, State Tchrs. Col., Valley City, N. Dak.; M.E.'49, Mont. State Univ.; Prin., Park Co. H. S., Livingston, Mont., since 1949.

Dean, A. L., B.A.'30, Mont. State Univ.; Supt. of Sch., Polson, Mont.

DeWitt, Lloyd L., B.A.'30, Marion Col. (Ind.); Supt. of Pub. Sch., Colstrip, Mont., since 1944.

Farnsworth, Robert B., B.A.'27, M.A.'33, State Col. of Wash.; Supt. of Sch., Dist. 1, Great Falls, Mont., since 1946.

Fellbaum, Earl H., B.A.'33, Mont. State Univ.; M.A.'33, Univ. of Minn.; Supt. of Sch., Dist. 1, Helena, Mont., since 1947.

Fisher, John M., B.A.'47, Wis. State Col., Superior; M.A.'51, Univ. of Minn.; Prin. of Sweet Grass Co. H. S., Big Timber, Mont., since 1953.

Gallagher, M. C., B.A.'18, M.Ed.'42, Moot. State Univ.; Supt. of Sch., Billings, Mont., since 1937.

Gillespie, O. Lloyd, B.Ed.'32, State Tchrs. Col., Platteville, Wis.; M.Ed.'46, Mont. State Univ.; Supt. of Sch., Libby, Mont., 1945-53.

Goetz, Herbert J., B.A.'42, N. Dak. State Tchrs. Col., Dickinson; Supt. of Madison Valley Consol Sch., Eonis, Mont., since 1946.

Graf, Fred W., B.A.'11, Univ. of Minn.; Supt. of Sch., Laurel, Mont., since 1921.

Graham, Robert C., B.A.'25, Ed.M.'40, Mont. State Univ.; Supt. of Sch., Choteau, Mont., since 1947.

Haney, George E., B.E.'39, Univ. of Mont.; Supt. of Sch., Butte, Mont., since 1952.

Hansen, George G., A.B.'18, A.M.'22, Ph.D.'40, Univ. of Neb.; Supt. of Huntley Project Sch., Wordeo, Mont., since 1945.

Harmala, Clifford A., B.S.'40, Univ. of Minn.; Duluth; M.Ed.'48, Mont. State Univ.; Supt. of Sch., Dist. 9, Dixon, Mont., since 1948.

Haynes, Charles D., B.A.'22, Univ. of Wash.; M.A.'27, Mont. State Univ.; Supt. of Sch., Hamilton, Mont., since 1933.

Hodges, Ivan H., M.E.'49, Mont. State Univ.; Supt. of Sch., Troy, Mont.

Hood, Charles E., B.S.'27, Jamestown Col.; M.A.'35, Mont. State Univ.; Prin., Custer Co. H. S. and Jr. Col., Miles City, Mont., since 1948.

Jeffries, D. J., M.A.'51, Mont. State Univ.; Supt., Broadwater Co. H. S., Townend, Mont., since 1952.

Jelinek, George, A.B.'39, Ariz. State Col., Tempe; M.E.'48, Mont. State Univ.; Supt. of Sch., Harlowton, Mont., since 1952.

Lawson, Hazen R., B.A.'33, Jamestown Col.; Supt. of Pub. Sch., Cascade, Mont., since 1945.

Manoing, Clarence G., A.B.'07, Morning-side Col.; M.E.'44, Mont. State Univ.; Prof. of Educ., Rocky Mountain Col., Billings, Mont., since 1949.

Moe, Martin P., B.S.'27, Univ. of Minn.; M.A.'46, Mont. State Univ.; Exec. Secy., Mont. Educ. Assn., Helena, Mont., 1933-53 (retired).

Naugle, Carlton E., B.A. in Ed.'49, Mont. State Univ.; Supt. of Sch., Bigfork, Mont., since 1951.

Nordgaard, Ernest J., A.B.'10, St. Olaf Col.; A.M.'27, Univ. of Chicago; Supt. of Sch., Anaconda, Mont., since 1947.

Porter, Clarence S., B.P.E.'32, Normal Col. of the American Gymnaastic Union; B.A.'32, M.E.'44, Mont. State Univ.; Supt. of Sch., Missoula, Mont., since 1944.

Rawson, Kenneth A., A.B.'28, Upper Iowa Univ.; M.A.'35, Univ. of Colo.; Prin. of Flathead Co. H. S., Kalispell, Mont., since 1948.

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Seibel, Louie W., B.A.'24, State Tchrs. Col., Valley City, N. Dak.; M.A.'40, Mont. State Univ.; Supt. of Pub. Sch. and Prin. of Granite Co. H. S., Phillipsburg, Mont., since 1951.

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Grass, Anzie Vernon, B.A.'29, Nebr. State Tchrs. Col., Peru; M.A.'37, Univ. of Colo.; Supt., Pub. Sch., Tecumseh, Nebr., since 1942.

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Hawley, Stanley L., A.B.'30, Nebr. Wesleyan Univ.; M.A.'41, Univ. of Nebr.; Asst. State Supt., Div. of Admin., State Dept. of Pub. Instr., Lincoln, Nebr., since 1951.

Henrik, F. E., Ph.D.'24, Columbia Univ.; Dean and Prof. of Sch. Admin., Tchrs. Col. Univ. of Nebr., Lincoln, Nebr., since 1931.

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- Towne, George L., A.B.'95, Univ. of Nebr., Pres., University Pub. Co., Lincoln, Nebr., since 1902.
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- Watkins, Steven N., B.S. in Ed.'31, Cotner Cal.; M.A.'35, Ph.D.'45, Univ. of Nebr.; Supt. of Sch., Lincoln, Nebr., since 1950.
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- Willert, Everett W., A.B.'27, Midland Col.; M.A.'42, Univ. of Nebr.; Supt. of Sch., Wayne, Nebr., since 1949.
- Wiltac, Earle W., A.B.'22, Nebr. Wesleyan Univ.; A.M.'26, Columbia Univ.; Ph.D.'42, Univ. of Nebr.; Supt. of Sch., Grand Island, Nebr., since 1944.
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Lodge, Harry, A.B.'35, Wash. Missionary Col.; Educ. Supt., Nevada-Utah Conference, Reno, Nevada, since 1950.

Manning, R. H., B.S.'39, Utah State Agrl. Col.; Deputy State Supt. of Pub. Instr., State Dept. of Educ., Carson City, Nevada, since 1951.

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Robertson, Donald A., A.B.'23, Eureka Col.; Supt. of Sch., Carson City, Nevada, since 1944.

Smalley, Floyd, B.S.'38, Univ. of Nevada; Supt. of Elem. Sch., Hawthorne, Nevada, since 1940.

White, Hugh M., B.S. in Ed.'34, Univ. of Oregon; M.S. in Ed.'40, Univ. of S. C.; Supt. of Sch., Ely, Nevada, since 1939.

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- Flint, Gordon B., B.S.'40, M.Ed.'43, Univ. of N. H.; Supt. of Supvy. Union 43, Newport, N. H., since 1947.
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- Hoyt, Raymond A., B.A.'28, Ed.M.'37, Univ. of N. H.; Supt. of Supvy. Union 16, Exeter, N. H., since 1948.
- Hyde, Harold E., B.S.'33, Hartwick Col.; M.S.'39, Col. for Tchrs. at Albany (N. Y.); Ed.D.'50, New York Univ.; Pres., Plymouth Tchrs. Col., Plymouth, N. H., since 1951.
- Kelley, John J., A.B.'38, Union Col. (N. Y.); M.A.'48, N. Y. State Tchrs. Col., Albany; Ed.D.'53, Univ. of Calif., Los Angeles; Dir. of Sec. Sch. Serv., State Dept. of Educ., Concord, N. H., since 1952.
- Knightly, Albert P., B.S.'26, Ed.M.'35, Bates Col.; Supt. of Supvy. Union 20, Gorham, N. H., since 1947.
- Leavitt, Russell Hall, B.S.'16, Dartmouth Col.; Ed.M.'35, Harvard Univ.; Chief, Div. of Instr., State Dept. of Educ., Concord, N. H., since 1946.
- Lees, Chester C., A.B.'26, Harvard Univ.; A.M.'37, Brown Univ.; Supt. of Supvy. Union 25, Hinsdale, N. H., since 1947.
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- Niles, Caleb H., B.S.'14, Dartmouth Col.; Supt. of Sch., Berlin, N. H., since 1940.
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- Parkinson, Everton H., B.A.'26, Wesleyan Univ.; Ed.M.'32, Univ. of N. H.; Supt. of Supvy. Union 10, Derry, N. H., since 1942.
- Ramsay, Louis L., M.Ed.'43, Boston Univ.; Supt. of Supvy. Sch. Union 14, Epping, N. H., since 1950.
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- Alvaraz, Alfonso, Jr., Arch., Upper Montclair, N. J., since 1936.
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- Bates, Ralph F., A.B.'11, Colgate Univ.; A.M.'14, Columbia Univ.; Supt. of Sch., Chatham, N. J., 1920-53 (retired).
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- Batten, (Mrs.) Pluma B., B.S. in Ed.'28, Univ. of Pa.; Supt. of Sch., Woodstown, N. J., since 1943.
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- Behmer, John H., B.A.'25, Elizabethtown Col.; M.A.'29, Tchrs. Col., Columbia Univ.; Ed.D.'38, Rutgers Univ.; Supt. of Piscataway Twp. Sch., New Market, N. J., since 1935.
- Beldel, F. Douglass, B.A.'20, Lebanon Valley Col.; M.A.'51, Columbia Univ.; Supt. of Twp. Sch., Cape May Court House, N. J., since 1948.
- Best, Howard R., B.A.'17, Yankton Col.; Cert.'19, Univ. of Montpelier, France; M.A.'29, Univ. of Nebr.; Ed.D.'39, Tchrs. Col., Columbia Univ.; Supt. of Sch., Cranford, N. J., since 1955.
- Best, Leonard E., B.S.'16, Mass. Inst. of Tech.; Pres.-Member, Summit Bd. of Educ., Springfield, N. J.
- Betor, George J., B.S.'48, N. J. State Tchrs. Col., Trenton; Ed.M.'50, Rutgers Univ.; Supt. of Sch., Beverly, N. J., since 1951.
- *Bigelow, Merrill A., A.B.'18, Colby Col.; M.A.'29, Ed.D.'47, Tchrs. Col., Columbia Univ.; Prin. of Franklin and Brookside Schs., Bloomfield, N. J., since 1947.
- Bishop, J. Edgar, A.B.'25, A.M.'27, Susquehanna Univ.; Ed.M.'40, Pa. State Col.; Supt. of Sch., Merchantville, N. J., since 1946.
- Blauatein, Marvin L., B.Sc.'46, M.Sc.'47, City Col. of the City of New York; Science Instr. and Dir. of Visual Educ., N. J. State Tchrs. Col., Paterson, N. J., since 1949.
- Blewitt, Catherine A., M.A.'44, Seton Hall Col.; Snpr. of Elem. Educ., Newark, N. J., since 1952.
- Bogle, Frank P., A.B.'27, State Tchrs. Col., Peru, Nebr.; A.M.'58, Colo. State Col. of Educ.; Ed.D.'42, Tchrs. Col., Columbia Univ.; Supt. of Sch., Morristown, N. J.
- Bolge, George Robert, B.S.'56, N. J. State Tchrs. Col., Trenton; M.Ed.'59, Rutgers Univ.; Viceprin., Central H. S., Trenton, N. J., since 1952.
- Booth, Leslie A. E., B.A.'24, Univ. of New Brunswick, Canada; M.A.'58, N. J. State Tchrs. Col., Upper Montclair; Prin., H. S., Boonton, N. J., since 1945.
- Bosshart, John H., B.A.'02, Cornell Univ.; State Commr. of Educ., Trenton, N. J., 1945-52 (retired). Address: 19 Curtis Place, Maplewood, N. J.
- Boyer, Clarence Edwin, A.B.'19, Albright Col.; M.A.'26, Columbia Univ.; Supt. of Sch., Boonton, N. J., since 1942.
- Bradford, Harmon M., B.A.'23, Boston Univ.; M.A.'36, New York Univ.; Supt. of Sch., Long Branch, N. J., since 1951.
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- Brightbill, David F., A.B.'24, Elizabethtown Col.; M.A.'28, Univ. of Pittsburgh; Supt. of Sch., Gloucester City, N. J., since 1948.
- Brilliantine, Dalba, B.A.'38, Wilson Col. (Pa.); M.A.'41, Columbia Univ.; Viceprin., Jr. H. S. 1, Trenton, N. J., since 1952.
- Brower, Clayton R., A.B.'47, M.A.'48, Syracuse Univ.; Admin. Asst., Pub. Sch., Plainfield, N. J., since 1955.
- Brown, Earl J., A.B.'39, Miami Univ.; M.Ed.'48, Rutgers Univ.; Field Worker, School Facilities Survey, State Dept. of Educ., Trenton, N. J., since 1955.
- Brown, G. Hobart, B.S.'21, Bucknell Univ.; Supt. of Sch., Roselle Park, N. J., since 1952.
- Brown, Milton W., B.S.'25, Knox Col.; A.M.'26, Ph.D.'46, Univ. of Chicago; Supt. of Sch., West Orange, N. J., since 1946.
- Brown, Olive D., A.M.'40, Tchrs. Col., Columbia Univ.; Dir. of Elem. Educ., Pub. Sch., Trenton, N. J., since 1942.
- Brown, Paul R., A.B.'21, Simpson Col.; S.T.B.'24, Boston Univ.; Ed.M.'31, Rutgers Univ.; A.M.'54, Tchrs. Col., Columbia Univ.; Ed.D.'45, Rutgers Univ.; Supt. of Sch., Linden, N. J., since 1935.
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- Kelley, John J., A.B.'38, Union Col. (N. Y.); M.A.'48, N. Y. State Tchrs. Col., Albany; Ed.D.'53, Univ. of Calif., Los Angeles; Dir. of Sec. Sch. Serv., State Dept. of Educ., Concord, N. H., since 1952.
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- Fisher, Leon O., B.S. in Ed.'37, Rutgers Univ.; Supt. of Sch., Washington, N. J., since 1952.
- Flood, Robert A., B.S.'34, Pa. State Col.; M.S.'40, Univ. of Pa.; Supt. of Sch., Haddon Heights, N. J., since 1950.
- Flurry, Ablett H., A.B.'18, Univ. of Pa.; M.A.'27, Columbia Univ.; Ed.D.'45, Rutgers Univ.; Asst. Commr. for Sec. Educ., State Dept. of Educ., Trenton, N. J., since 1951.
- Focht, Frank Fred, M.A.'53, New York Univ.; Prin. of Elem. Sch., Short Hills, N. J., since 1952.
- Francis, Mary J., M.A.'38, Rutgers Univ.; Dir. of Elem. Educ., Pub. Sch., Newark, N. J., since 1949.
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- Fries, H. C., A.B.'20, Bucknell Univ.; A.M.'22, Columbia Univ.; Supt. of Sch., South Plainfield, N. J., since 1927.
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- Gallagher, J. Francis, B.S.'28, M.A.'40, New York Univ.; Prin., Alexander Hamilton Jr. H. S., Elizabeth, N. J., since 1936.
- Gallagher, Ralph P., B.S.'33, M.A.'37, Ed.D.'49, Tchrs. Col., Columbia Univ.; Supt. of Sch., Bound Brook, N. J., since 1948.
- Garofalo, Domenick M., B.S.'36, N. J. State Tchrs. Col., Glassboro; M.Ed.'41, Temple Univ.; Supt. of Sch., Minotola, N. J., since 1941.
- Geary, Neil J., B.S.'33, N. J. State Tchrs. Col., Paterson; M.A.'39, N. J. State Tchrs. Col., Montclair; Ph.D.'49, N. Y. Univ.; Supt. of Sch., Weehawken, N. J., since 1952.
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- Gelsinger, John B., A.B.'27, Muhlenberg Col.; M.A.'29, Ph.D.'45, Univ. of Pa.; Supt. of Sch., Somerville, N. J., since 1952.
- Gerace, Stephen J., Ed.M.'39, Rutgers Univ.; Supt. of Sch., Pompton Plains, N. J., since 1944.
- Germes, Edward B., B.S.'37, M.A.'49, Temple Univ.; Supt. of Sch., Oakhurst, N. J., since 1951.
- Gibbs, Bert F., B.S.'15, Tchrs. Col., Columbia Univ.; Supt. of Sch., New Milford, N. J., since 1915.
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- Gillespie, William K., B.S.'26, Pa. State Col.; A.M.'40, Univ. of Del.; Supt. of Sch., Pompton Lakes, N. J., since 1950.
- Gilliland, E. L., B.S. in Ed.'34, State Tchrs. Col., Lock Haven, Pa.; M.Ed.'37, Pa. State Col.; Supt. of Sch., Highland Park, N. J., since 1949.
- Gold, Lentz D., Diploma'25, Philadelphia Museum Sch. of Indus. Art; Dir. of Fine and Indus. Arts, Pub. Sch., Atlantic City, N. J., since 1947.
- Gorab, Joseph A., B.S. in Ed.'33, Ed.M.'40, Rutgers Univ.; Supt. of Totowa Boro' Memorial Sch., Paterson, N. J., since 1949.
- Grant, William F., A.B.'20, Seton Hall Col.; M.A.'23, St. Peter's Col.; LL.B.'27, N. J. Law Sch.; Supt. of Sch., Harrison, N. J., since 1948.
- Griffiths, Thomas J., Jr., B.S. in Ed.'33, State Tchrs. Col., Bloomsburg, Pa.; M.Ed.'42, Pa. State Col.; Asst. Supt. of Sch., Salem, N. J., since 1948.
- Groezeinger, Eric, A.B.'30, Westminster Col., (Pa); M.A.'32, Univ. of Pa.; Hunterdon Co. Supt. of Sch., Flemington, N. J., since 1948.
- Grover, Elbridge C., B.S.'15, Harvard Col.; M.A.'20, Tchrs. Col., Columbia Univ.; Ph.D.'23, Sch. of Educ., N. Y. Univ.; Supt. of Sch., Fair Lawn, N. J., since 1948.
- Haas, Charles A., B.S. in Ed.'32, N. J. State Tchrs. Col., Trenton; M.Ed.'34, Rutgers Univ.; Asst. Dir., Middlesex Co. Voc. and Tech. H. S., Perth Amboy, N. J., since 1946.
- Hacker, Ralph E., Sch. Architect, Hacker & Hacker, Fort Lee Trust Bldg., Fort Lee, N. J.
- Halsey, (Mrs.) Virginia A., Diploma'23, Phoenix Bus. Col. (Ariz.); Special Admin. Asst., Board of Educ., Montclair, N. J., since 1946.
- Halsey, Warren W., B.S.'17, M.A.'21, Tchrs. Col., Columbia Univ.; Supt. of Jonathan Dayton Regional H. S., Springfield, N. J., since 1937.
- Hamilton, Charles Woods, B.C.S.'24, B.S. in Ed.'29, M.A.'32, New York Univ.; Exec. Asst. to the Commr. and Dir., Div. of Admin., State Dept. of Educ., Trenton, N. J., since 1948.
- Harney, Julia C., B.S.'18, A.M.'20, Ph.D.'31, New York Univ.; LL.D.'37, Col. of St. Elizabeth, Address: 302 Pavonia Ave., Jersey City, N. J.
- *Hartman, Albert L., Prin., Edgemont and Watchung Schs., Montclair, N. J.
- Harty, T. L., B.S.'35, New York Univ.; Supt. of Sch., Wallington, N. J., since 1939.
- Hassard, Charles T., M.A.'27, Univ. of Pa.; Supt. of Twp. Sch., Union, N. J., since 1938.
- Hawley, Arja M., B.S. in Ed.'31, M.A.'44, New York Univ.; Prin., Victor Mavlag Sch., Elizabeth, N. J., since 1949.
- Hehnly, Frank K., B.S.'34, Ed.M.'36, Ed.D.'41, Rutgers Univ.; Supt. of Clark Twp. Sch., Rahway, N. J., since 1935.
- Heimbold, John S., B.S.'39, M.S.'39, Univ. of Pa.; Supt. of Sch., Pleasantville, N. J., since 1930.
- Herbat, William, M.Ed.'47, Temple Univ.; Prin., Cinnamson Twp. Sch., Riverton, N. J., since 1945.

NEW JERSEY

- Bunting, Eugene McE., Member, Bd of Educ., Cranbury, N. J., since 1944.
- Burke, Regina C. M., B.A.'00, Hunter Col.; B.S.'24, Fordham Univ., Assoc. Supt., New York City Sch., 1938-52 (retired). Address: Box 481, Essex Fells, N. J.
- Burt, Roy P., B.S.'28, Rutgers Univ.; M.A.'33, New York Univ.; Supt., Saddle River Twp. Sch., Rochelle Park, N. J., since 1926.
- Butler, Warren N., B.S.'31, M.S.'32, Pa. State Col.; Supt. of Pub. Sch., Maywood, N. J.
- *Byrnes, Frederick J., B.S.'37, New York State Col. for Tchrs., Albany, M.A.'47, Tchrs. Col., Columbia Univ., Dist. Clerk, Pub. Schs., Ridgewood, N. J., since 1951.
- Cassel, Lloyd S., A.B.'13, Ursinus Col., M.A.'28, Columbia Univ., Supt. of Sch., Frechold, N. J., since 1929.
- Ceres, Anthony V., A.B.'28, Univ. of Notre Dame, L.L.B.'31, Ed.M.'47, Rutgers Univ., Asst. Supt. of Sch., Perth Amboy, N. J., since 1951.
- Chalmers, James F., B.S.'21, Mt. Union Col.; M.A.'23, Ohio State Univ.; Prin., H. S., Perth Amboy, N. J., since 1945.
- Chase, Urban W., B.S.'33, M.A.'35, New York Univ.; Hudson Co. Supt. of Sch., Jersey City, N. J.
- Chauncey, Henry, A.B.'28, Harvard Univ.; Pres., Educ. Testing Serv., Princeton, N. J., since 1948.
- Chittick, Murray A., B.S.'16, Rutgers Univ.; Supt. of Twp. Sch., Old Bridge, N. J., since 1929.
- Clarke, Ray S., B.S.'18, Colgate Univ.; M.A.'34, Tchrs. Col., Columbia Univ.; Dir., Div. of Instr., Elizabeth, N. J., since 1949.
- Clayton, Joseph E., B.S.'29, Rutgers Univ.; M.A.'32, Columbia Univ.; Dir. of Sch. Bldg. Services, State Dept. of Educ., Trenton, N. J., since 1953.
- Conley, William H., M.B.A.'32, Ph.D.'47, Northwestern Univ., B.S.'30, M.A.'35, Loyola Univ.; Vicepres. in chg. of Instr., Seton Hall Univ., South Orange, N. J., since 1951.
- Conner, J. Harold, B.S.'35, State Tchrs. Col., Shippensburg, Pa.; Ed.M.'37, Rutgers Univ.; Supt. of Sch., Wildwood, N. J., since 1947.
- Cook, J. Frederick, Arch., 97 Lincoln Park South, Newark, N. J.
- Curtis, Charles LaRue, B.S. in Ed.'27, M.A. in Ed.'42, New York Univ., Supt. of Sch., Rockaway, N. J., since 1919.
- Cynamon, Shepard H., B.S.'36, N. J. State Tchrs. Col., Paterson; M.A.'47, N. J. State Tchrs. Col., Upper Montclair; Supt. of Sch., Park Ridge, N. J., since 1947.
- Davey, Ira H., Architect, 83 Highwood Ave., Tenafly, N. J.
- Davis, B. Woodhull, B.S.'19, Wesleyan Univ.; M.S.'27, Columbia Univ.; Supt. of Sch., Princeton, N. J., since 1929.
- Dee, Frank P., B.S.'34, Manhattan Col.; M.A.'48, N. J. State Tchrs. Col.; Supt. of Flemington-Karlan Conaol. Sch., Flemington, N. J., since 1953.
- DeHart, Donald C., B.S.'29, New York Univ.; Ed.M.'36, Ed.D.'50, Rutgers Univ.; Assoc. Prof. of Educ., Rutgers Univ., New Brunswick, N. J., since 1947.
- DeLaney, (Mrs.) Elcanor C., B.S. in Ed.'30, M.A.'39, Rutgers Univ.; Prin., Woodrow Wilson Sch., Elizabeth, N. J., since 1942.
- DePuyt, J. Hobart, M.A.'37, Univ. of Rochester, Supt. of Sch., Hackensack, N. J., since 1950.
- Dick, Margaret D., B.S.'33, M.A.'42, New York Univ.; State Helping Tchrs., Phillipsburg, N. J., since 1930.
- Dickinson, Florence M., M.S.'36, Rutgers Univ.; Prin. of H. H. Davis Elem. Sch., Camden, N. J., since 1943.
- Diefenbach, Carl M., A.B.'19, Syracuse Univ.; M.A.'26, American Univ.; Supt. of Sch., Collingswood, N. J., since 1939.
- Dierwechter, George L., B.S.'26, Franklin and Marshall Col.; M.A.'32, Columbia Univ.; Prin. of H. S., East Rutherford, N. J., since 1933.
- Donahue, Frank L., B.S. in Ed.'35, N. J. State Tchrs. Col., Glassboro; Ed.M.'49, Temple Univ.; Supt. of Lower Camden Co. Regional H. S., Clementon, N. J., since 1951.
- Donley, A. L., B.S. Ed.'26, Western Mich. Col. of Educ.; M.Ed.'41, Rutgers Univ.; Supt. of Sch., Vineland, N. J., since 1944.
- Douthett, Walter R., A.B.'12, Ursinus Col.; A.M.'21, Univ. of Pa.; Supt. of Sch., Darby, Pa., 1922-50 (retired). Address: 108 North Argyle St., Margate City, N. J.
- Durell, Thomas J., A.B.'07, Princeton Univ.; A.M.'30, Columbia Univ.; Asst. State Commr. of Educ. and Head, Div. of Elem. Educ., State Dept. of Educ., Trenton, N. J., since 1940.
- Easterbrook, Neil B., A.B.'23, Syracuse Univ., Ed.M.'32, Rutgers Univ.; Supt. of Sch., Butler, N. J., since 1943.
- Effross, Sidney, B.S. in Sec.Ed.'38, State Tchrs. Col., East Stroudsburg, Pa.; M.Ed.'51, Rutgers Univ.; Supt. of Twp. Sch., Blairstown, N. J., since 1951.
- Engelhardt, Melvin E., A.B.'47, M.A.'48, Univ. of Mich.; Admin. Intern, Tenafly, N. J., since 1952.
- England, Herbert K., Jr., B.A.'31, Princeton Univ.; M.S. in Ed.'33, Rutgers Univ.; M.A.'36, Tchrs. Col., Columbia Univ.; Supt. of Sch., Salem, N. J., since 1948.
- Evans, Frederick W., B.S.'26, Bucknell Univ.; M.A.'40, N. J. State Tchrs. Col., Upper Montclair; Supt. of Sch., Mt. Holly, N. J., since 1952.
- Ewan, S. N., Jr., B.Sc.'21, Haverford Col.; A.M.'32, Ph.D.'35, Univ. of Pa.; Supt. of Sch., Westfield, N. J., since 1947.
- Faddis, Robert E., Sc.B.'24, Dickinson Col.; M.A.'34, New York Univ.; Prin., H. S., Millburn, N. J., since 1942.
- Fauz, Alfred S., B.S.'21, Pa. State Col.; M.A.'34, Tchrs. Col., Columbia Univ.; Ed.D.'51, New York Univ.; Supt. of Sch., East Rutherford, N. J., since 1933.
- *Ferguson, Harold Allen, A.B.'14, A.M.'16, Clark Univ.; Litt.D.'47, Princeton Univ.; Prin. of H. S., Montclair, N. J., 1926-53 (retired). Address: 64 Dryden Rd., Upper Montclair, N. J.
- Fishack, Howard G., B.A.'21, M.A. in Pub. Adm.'22, Univ. of Mich.; Exec. Dir., Tax Survey Comm., Atlantic City, N. J., since 1947.
- Fisher, Gilmore J., B.S.'25, St. Lawrence Univ.; M.A.'32, Ed.D.'44, Tchrs. Col., Columbia Univ.; Supt. of Sch., Ewing Township, N. J., since 1945.

- Kuhn, Ralph E., B.S.'42, N. J. State Tchrs. Col., Glassboro; Ed.M.'48, Temple Univ.; Supt. of Sch., Delanco, N. J., since 1950.
- Kuntzelman, Harvey A., B.S.'25, Wesleyan Univ.; M.Ed.'39, Rutgers Univ.; Supt. of Sch., Dover, N. J., since 1944.
- Lautenschlager, Charles, B.S. in Ed.'36, N. J. State Tchrs. Col., Newark; M.Ed.'50, Rutgers Univ.; Asst. Dir. of Indus. Educ., Jersey City, N. J., since 1950.
- LaVigne, Bernard E., B.S.'29, New York Univ.; M.A.'33, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Montclair, N. J., since 1946.
- Lawrence, Edgar P., A.B.'20, Dickinson Col.; A.M.'23, Tchrs. Col., Columbia Univ.; Snprv. of Instr., Augusta St. Sch., Irvington, N. J., since 1952.
- Leeds, Albert M., B.S. in Ed.'32, M.S. in Ed.'34, Rutgers Univ.; Supt. of Sch., Franklinville, N. J., since 1929.
- Leonard, Mary A., M.A.'40, New York Univ.; Suprv. of Elem. Educ., Elizabeth, N. J., since 1944.
- Libby, Herschel Scott, B.Ped.'16, Univ. of Maine; M.A.'32, Ed.D.'49, New York Univ.; Supt. of Sch., Irvington, N. J., since 1934.
- Light, Bertram M., B.S.'20, Ursinus Col.; M.A.'32, Columbia Univ.; Supt. of Sch., Frenchtown, N. J., since 1933.
- Littel, Charles L., A.B.'12, Univ. of Nebr.; A.M.'26, Stanford Univ.; Ed.D.'35, New York Univ.; Pres., Bergen Jr. Col., Teaneck, N. J., since 1933.
- Loser, Paul, Ph.B.'13, Litt.D.'41, Muhlenberg Col.; M.A.'25, Tchrs. Col., Columbia Univ.; Supt. of Sch., Trenton, N. J., since 1932.
- Lott, Leigh M., B.A.'26, Wesleyan Univ.; N.A.'32, Univ. of Pa.; Ph.D.'46, Univ. of Vienna; Supt. of Sch., Hackettstown, N. J., since 1946.
- Lutz, Leon C., A.B.'22, Univ. of Pa.; Supt. of Sch., Glassboro, N. J., since 1950.
- Lynch, J. M., Ph.D.'38, New York Univ.; Supt., Franklin Twp. Sch., Middlebush, N. J., since 1947.
- McCarthy, John A., B.S.Ed.'37, Rutgers Univ.; Asst. Commr. of Educ. in chg. of Voc. Educ., State Dept. of Educ., Trenton, N. J., since 1938.
- McClain, Warren J., A.B.'3f, M.A.'39, Bucknell Univ.; Supt. of Sch., Woodbury, N. J., since 1944.
- McClellan, George B., A.B.'34, Pa. State Col.; M.Ed.'41, Temple Univ.; Ph.D.'52, Columbia Univ.; Supt. of Sch., Ridgefield, N. J., since 1948.
- McDavit, Herbert W., B.S.'37, N. J. State Tchrs. Col., Trenton; M.A.'41, Rutgers Univ.; Ed.D.'52, Tchrs. Col., Columbia Univ.; Asst. Supt. of South Orange and Maplewood Sch., Maplewood, N. J., since 1932.
- McDermith, Clark Wright, A.B.'29, Ill. Col.; A.M.'34, Univ. of Ill.; Ed.D.'40, Tchrs. Col., Columbia Univ.; Supt. of Sch., Passaic, N. J., since 1946.
- McFeely, Thomas F., D.S.'34, Viftanova Col.; LL.B.'43, John Marshall Law Col.; M.A.'44, Tchrs. Col., Columbia Univ.; Supt. of Sch., Hoboken, N. J., since 1944.
- McGinnis, W. C., B.S., Univ. of Va.; A.M., Ph.D., Columbia Univ.; Supt. of Sch., Perth Amboy, N. J., since 1930.
- McGreal, Michael R., B.S.'16, Univ. of N. H.; M.A.'29, New York Univ.; Asst. Supt. in charge of Sec. Sch., Bd. of Educ., Newark, N. J., since 1945.
- McHugh, Thomas F., A.M.'34, New York Univ.; Asst. Supt. of Sch., Newark, N. J., since 1944.
- McMackin, Frank J., B.S.'12, M.A.'13, Ph.D.'16, Columbia Univ.; Pres., Jersey City Jr. Col., Jersey City, N. J., since 1946.
- McNeil, James A., A.B.'38, N. Mex. Highlands Univ.; M.A.'50, Tchrs. Col., Columbia Univ.; Asst. to Supt. of Sch., Nutley, N. J., since 1953.
- Marsh, H. Ashton, B.S. in Ed.'41, Rutgers Univ.; Suprv. Prin. of Sch., Absecon, N. J., since 1926.
- Marvin, William B., Litt.B.'18, Princeton Univ.; Supt. of Sch., Cape May, N. J.
- Mason, William H., Jr., B.S.'34, M.A.'36, Tchrs. Col., Columbia Univ.; Morris Co. Supt. of Sch., Morristown, N. J., since 1941.
- Matthews, Willard B., B.S. in Ed.'31, State Tchrs. Col., West Chester, Pa.; M.S. in Ed.'41, Univ. of Pa.; Co. Supt. of Sch., Cape May, N. J., since 1945.
- Matzner, G. C., B.A.'37, Augustana Col.; M.A.'40, Univ. of S. Dak.; Ph.D.'5f, Cornell Univ.; Asst. Prof. of Educ., Sch. of Educ., Rutgers Univ., New Brunswick, N. J., since 1931.
- Medes, E. Harold, B.S.'23, Tchrs. Col., Columbia Univ.; LL.B.'38, John Marshall Col. of Law; Supt. of Sch., Fairview, N. J., since 1946.
- Melnert, Herbert S., Supt. of Sch., Atlantic Highlands, N. J.
- Mellinger, C. Henry, M.A.'39, Tchrs. Col., Columbia Univ.; Supt. of Borough Sch., Morris Plains, N. J., since 1953.
- Merity, Howard E., A.B.'26, Seton Hall Col.; M.A.'32, Ed.D.'36, New York Univ.; Supt. of Sch., Bayonne, N. J., since 1941.
- Merritt, Harold I., B.S. in C.E.'24, Cooper Union; B.S. in Genl. Ed.'29, M.A. in Ed. Adm.'34, Columbia Univ.; Supt. of Had-don Sch., Westmont, N. J., since 1938.
- Mertching, (Mrs.) R. A., B.S. in Ed.'34, New York Univ.; Supt. of Sch., Oradell, N. J., since 1945.
- Miller, Charles E., Secy. Bd. of Educ., Lakewood, N. J., since 1938.
- Miller, W. A., Jr., A.B.'35, Susquehanna Univ.; M.S.'42, Bucknell Univ.; Supt. of Sch., Dunellen, N. J., since 1949.
- Milligan, John Padgett, A.B.'26, Dickinson Col.; Ed.M.'32, Ed.D.'37, Rutgers Univ.; Asst. State Commr. of Educ., Div. Against Discrimination, 1050 Broad St., Newark, N. J., since 1953.
- Mongon, John E., B.A.'31, M.A.'40, Seton Hall Col.; Burlington Co. Supt. of Sch., Mt. Holly, N. J.
- Moore, John E., M.A.'35, New York Univ.; Dir. of Educ., State Home for Boys, Jameburg, N. J., since 1945.
- Morehead, Allan, A.B.'34, A.M.'41, N. J. State Tchrs. Col., Upper Montclair; Asst. Prof. of Educ., N. J. State Tchrs. Col., Upper Montclair, N. J.
- Moreland, Jette F., A.B.'25, Univ. of Colo.; M.A.'30, Colo. State Col. of Educ., Ed.D.'40, Tchrs. Col., Columbia Univ.; Supt. of Sch., Florence, N. J., since 1940.

NEW JERSEY

- Herron, John S., B.S.'15, M.A.'18, New York Univ.; LL.D.'44, Seton Hall Univ.; Dean of Educ., Seton Hall Univ., South Orange, N. J., since 1953.
- Hess, Arnold M., Secy., Bd. of Educ., Newark, N. J.
- Hibbs, M. Gregg, Jr., Litt.B.'28, M.Ed.'35, Ed.D.'46, Rutgers Univ.; Supt. of Sch., Red Bank, N. J., since 1949.
- Hiebert, Noble C., Ph.B.'36, Sterling Col., M.S.'43, Emporia State Tchrs. Col., Ed.D.'53, Tchrs. Col., Columbia Univ., Supt. of Sch., Chatham, N. J., since 1953.
- Hill, Harry Segner, A.B.'22, Wheaton Col. (Ill.), M.A.'27, Univ. of Pa.; Ed.D.'35, Rutgers Univ., Supt. of Sch., Aabury Park, N. J., since 1944.
- Hill, Helen B., B.S.'34, M.S. in Ed.'39, Rutgers Univ.; Viceprin. of H. S., Teaneck, N. J., since 1934.
- Hill, Isabel, B.A.'25, M.A.'30, Univ. of Pa.; Prin., Jr. H. S. No. 4, Trenton, N. J., since 1952.
- Hill, Walter Henry, B.S.'23, Gettysburg Col.; M.A.'31, Columbia Univ.; Supt. of Sch., Swedesboro, N. J., since 1923.
- Hilleboe, Guy L., A.B.'20, Univ. of Minn.; A.M.'28, Ph.D.'30, Tchrs. Col., Columbia Univ.; Supt. of Sch., Rutherford, N. J., since 1938.
- Hinchey, Clarence Edwin, A.B.'28, A.M.'35, Ed.D.'46, Univ. of Mich.; Supt. of Sch., Montclair, N. J., since 1951.
- Hipp, Frederick L., B.S. in Ed.'33, Bowling Green State Univ., M.S.'36, Ed.D.'39, Syracuse Univ.; Exec. Secy., New Jersey Educ. Assn., Trenton, N. J., since 1946.
- Hochetuli, Frank J., Jr., Secy. and Bus. Mgr., Bd. of Educ., Bloomfield, N. J., since 1927.
- Hodgins, George W., B.A.'31, M.A.'46, N. J. State Tchrs. Col., Upper Montclair; Supt. of Sch., Paramus, N. J., since 1950.
- Hoffman, Herold F., Ed.M.'34, Ed.D.'50, Univ. of Buffalo, Supt. of Sch., Leonia, N. J., since 1947.
- Holbert, William R., Ph.B.'14, Lafayette Col.; M.A.'25, Univ. of Pa.; Supt. of Sch., North Arlington, N. J., since 1935.
- Hollinger, John R., Diploma'10, State Tchrs. Col., West Chester, Pa.; Owner-Mgr., Madison Hotel, Atlantic City, N. J., since 1930.
- Hollingsworth, Henry T., B.S.'18, Wash. Col.; M.A.'23, Columbia Univ., LL.B.'28, N. J. Law Sch., Supt. of Sch., Bloomfield, N. J., since 1942.
- Hollobaugh, E. E., B.S.'23, M.Ed.'37, Pa. State Col.; Supt. of Sch., Franklin, N. J., since 1948.
- Holmes, George W., III, A.B.'39, High Point Col. (N. C.), M.A.'47, Ph.D.'51, Univ. of N. C., Educ. Assoc., Jay C. Van Nuys and Assoc., Archts., Somerville, N. J., since 1952.
- Hopper, Arthur F., B.S.'16, M.A.'21, Tchrs. Col., Columbia Univ.; Admin. Consultant, Whittier Sch., Plainfield, N. J., since 1950.
- Howe, Joseph William, A.B.'28, Juniata Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Ed.D.'50, Rutgers Univ.; Supt. of Sch., Burlington, N. J., since 1946.
- Huber, Clyde M., A.B.'22, Pa. State Col.; A.M.'24, Ph.D.'26, Univ. of Ill.; Dean of Instr., N. J. State Tchrs. Col., Upper Montclair, N. J., since 1951.
- Hurley, Frank J., A.B.'27, A.M.'28, Boston Col.; Prin., Sr. H. S., Red Bank, N. J., since 1950.
- Irwin, Forrest A., B.S.'15, Northwestern Univ.; A.M.'26, Columbia Univ.; Pres., N. J. State Tchrs. Col., Jersey City, N. J., since 1946.
- Jenkins, Albion Urban, B.S.'13, A.M.'16, Columbia Univ.; Aest. Supt. of Sch., Newark, N. J., since 1944.
- Jenkins, Robert E., A.B.'32, Columbia Univ.; A.M.'38, Ed.D.'47, Tchrs. Col., Columbia Univ.; Supt. of Sch., Ridgewood, N. J., since 1952.
- Jochen, Albert E., Litt.B.'29, M.Ed.'32, Ed.D.'47, Rutgers Univ.; Dir., Co. Voc. and Tech. H. S., New Brunswick, N. J., since 1946.
- Johnson, Arthur L., Union Co. Supt. of Sch., Elizabeth, N. J., since 1914.
- Johnston, Burt P., B.A.'30, Univ. of N. C.; M.A.'39, Columbia Univ.; Ed.D.'47, Tchrs. Col., Columbia Univ.; Supt. of Sch., Tenaflly, N. J., since 1951.
- Jones, Paul R., B.S.'28, State Tchrs. Col., Mansfield, Pa.; M.A.'31, Tchrs. Col., Columbia Univ.; Supt. of Sch., Moorestown, N. J., since 1946.
- Judd, Arthur M., B.S. in Ed.'40, Rutgers Univ.; Supt., Parsons-North Brunswick Twp. Sch., New Brunswick, N. J., since 1927.
- Kelly, (Mrs.) Mey, Secy., Elem. Div., and Vicepres., Advisers Assn., Columbia Scholastic Press Assn. Address: 210 North Argyle Ave., Margate City, N. J.
- Kennelly, Edward F., A.B.'25, Col. of the Holy Cross; LL.B.'29, Fordham Univ.; A.M.'38, Seton Hall Univ.; Ed.D.'43, N. Y. Univ.; Supt. of Sch., Newark, N. J., since 1953.
- Kent, Ronald W., A.B.'13, Ind. Univ.; Ph.D.'31, New York Univ.; Dir., Essex Co. Voc. Sch., Newark, N. J., since 1944.
- Kentopp, Henry Eugene, B.A.'21, Midland Col.; M.A.'30, Univ. of Wis.; Ed.D.'40, Tchrs. Col., Columbia Univ.; Supt. of Sch., East Orange, N. J., since 1936.
- Kerehner, T. Franklin, B.S. in Ed.'43, N. J. State Tchrs. Col., Trenton; M.Ed.'44, Temple Univ.; Supt. of Sch., Clayton, N. J., since 1948.
- King, Charles T., B.S.'32, State Tchrs. Col., West Chester, Pa.; Ed.M.'44, Temple Univ.; Admin. Asst. to the Supt. of Sch., Millburn, N. J., since 1951.
- Klauminzer, Frederick A., B.S. in Ed.'29, M.Ed.'37, Rutgers Univ.; Supt., Vineland State Sch., Vineland, N. J.
- Knight, Edward R., B.A.'40, LL.B.'41, Univ. of Wis.; M.A.'42, Ph.D.'43, New York Univ.; Headmaster, Oxford Acad., Pleasantville, N. J., since 1947.
- Knight, Russell, B.S. in Ed.'32, M.Ed.'35, Rutgers Univ.; Supt. of Delaware Twp. Sch., Erlton, N. J., since 1934.
- Kraus, Edwin W., B.S.'44, N. J. State Tchrs. Col., Glassboro; M.E.'47, Rutgers Univ.; Supt., Harding Sch., Kenilworth, N. J., since 1944.
- Kreps, Melvin H., B.S. in Ed.'30, State Tchrs. Col., Shippensburg, Pa.; Ed.M.'36, Temple Univ.; Supt. of East Windsor Pub. Sch., Hightstown, N. J., since 1950.
- Krom, Edward F., B.S.'31, Rutgers Univ.; M.A.'34, Tchrs. Col., Columbia Univ.; Supt. of Sch., Carlstadt, N. J., since 1952.

- Rall, Clifford L., A.B. and M.A.'40, Col. for Tchrs. at Albany (N. Y.); Ed.D.'53, Columbia Univ.; Prin. of H. S., Tenafly, N. J., since 1951.
- Ramsay, William W., B.S.'42, N. J. State Tchrs. Col., Jersey City; M.A.'48, New York Univ.; Tr. Officer, Instr. Tr. Branch, Fort Monmouth, N. J., since 1952.
- Raubinger, Frederick M., B.S.'30, Southwest Mo. State Tchrs. Col.; M.A.'40, Ed.D.'47, Tchrs. Col., Columbia Univ.; State Commr. of Educ., State Dept. of Educ., Trenton, N. J., since 1952.
- Rear, Leslie V., B.S. in Elem. Ed.'42, N. J. State Tchrs. Col., Paterson; M.Ed.'47, Rutgers Univ.; Supt. of Hanover Twp. Sch., Whippany, N. J., since 1953.
- Reed, Roberts V. S., B.Ed.'26, R. I. Col. of Educ.; M.A.'35, Tchrs. Col., Columbia Univ.; Supt. of Sch., Summit, N. J., since 1947.
- Reeve, Howard, B.S.'37, M.A.'41, New York Univ.; Supt. of Sch., Little Falls, N. J., since 1937.
- Reilly, Joseph G., M.Ed.'51, Rutgers Univ.; Prin., Fairmount Sch., Hackensack, N. J., since 1950.
- Reynolds, James E., A.B.'15, Litt.D.'47, St. Peter's Col.; Supt. of Sch., Jersey City, N. J., since 1947.
- Reynolds, Lambert H., A.B.'32, Syracuse Univ.; Ed.M.'48, Rutgers Univ.; Supt. of Pub. Sch., Maple Shade, N. J., since 1950.
- Reynolds, William W., A.B.'24, M.A.'29, Lafayette Col.; Supt. of Sch., Haddonfield, N. J., since 1944.
- Rice, Harry M., A.B.'26, Pd.D.'48, Susquehanna Univ.; M.A.'31, Columbia Univ.; Prin., Sr. H. S., Bloomfield, N. J., since 1941.
- Rickards, Edward S., B.S.'35, Univ. of N. C.; M.A.'42, Columbia Univ.; Supt. of Sch., Milltown, N. J., since 1949.
- Ricketta, (Mrs.) Ella S., B.S.'30, M.A.'35, New York Univ.; Supt. of Sch., Belmar, N. J., since 1936.
- Robbins, Chester, A.B.'13, Ursinus Col.; A.M.'22, Univ. of Pa.; Deputy State Commr. of Educ., State Dept. of Educ., Trenton, N. J., since 1942.
- Roberts, Allen W., B.S. in Ed.'37, N. J. State Tchrs. Col., Newark; M.Ed.'41, Rutgers Univ.; Supt. of Sch., New Providence, N. J., since 1937.
- Robinson, Richard R., B.A.'31, Lehigh Univ.; M.Ed.'34, D.Ed.'48, Rutgers Univ.; Asst. to the Supt. of Sch., Trenton, N. J., since 1952.
- Robinson, Thomas E., B.A.'26, Lehigh Univ.; M.A.'31, Univ. of Pa.; D.Ed.'40, Rutgers Univ.; Pres., N. J. State Tchrs. Col., Glassboro, N. J., since 1952.
- Rodgers, J. Harvey, A.B.'20, Franklin and Marshall Col.; Ed.M.'21, Harvard Univ.; Gloucester Co. Supt. of Sch., Woodbury, N. J., since 1933.
- Rowland, Maurice William, B.A.'29, Univ. of Denver; M.A.'35, Tchrs. Col., Columbia Univ.; Supt. of Sch., New Brunswick, N. J., since 1949.
- Rozema, John R., Supt. of Sch., Garfield, N. J.
- Ruggieri, Joseph M., M.E.'36, Rutgers Univ.; Supt. of Raritan Twp. Sch., Fords, N.J., since 1947.
- Sandilos, James C., B.S. in Ed.'49, M.Ed.'50, Temple Univ.; Supt. of West Windsor Twp. Sch., Dutch Neck, N. J., since 1953.
- Saunders, Carleton M., Ph.B.'29, Yale Univ.; M.A.'38, Ed.D.'40, Tchrs. Col., Columbia Univ.; Supt. of Bridgewater Twp. Sch., Raritan, N. J., since 1942.
- Schmerber, Louis J., B.S.'27, New York Univ.; M.A.'45, N. J. State Tchrs. Col., Upper Montclair; Supt. of Sch., Paterson, N. J., since 1944.
- Schneider, Edward T., B.S.'33, M.A.'36, Ed.D.'44, New York Univ.; Supt., Regional H. S., Dist. 1, Little Falls, N. J., since 1946.
- Schneen, G. Austin, Supt. of Sch., Spotswood, N. J., since 1937.
- Schotland, Joseph H., B.S.'16, Cooper Union; C.E.'17, Brooklyn Polytechnic Inst.; A.M.'18, Columbia Univ.; Ph.D.'37, New York Univ.; Asst. Supt. of Sch., Newark, N. J., since 1944.
- Schreiber, Ernest, B.S. in Ed.'36, State Tchrs. Col., Millersville, Pa.; M.Ed.'39, Pa. State Col.; Supt. of Sch., Audubon, N. J., since 1949.
- Schultz, Joseph L., A.B.'24, George Washington Univ.; M.A.'25, Ph.D.'38, Univ. of Pa.; Supt. of Sch., Millville, N. J., since 1945.
- Scott, Dorothea A., B.S. in Ed.'32, Tchrs. Col., Columbia Univ.; Prin., Midland Sch. 1, Rochelle Park, N. J., since 1922.
- Seaton, J. Kirk, A.B.'29, Mich. State Normal Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Ph.D.'48, Columbia Univ.; Dir., Div. of Guidance and Special Serv., Elizabeth, N. J., since 1948.
- Selzer, Charles A., Ed.D.'29, Harvard Univ.; Supt. of Sch., Dumont, N. J., since 1936.
- Shambaugh, John B., B.S.'19, Franklin and Marshall Col.; Supt. of Twp. Sch., Succasunna, N. J., since 1920.
- Shershin, William P., B.S.'40, Ed.M.'41, Rutgers Univ.; Supt. of Sch., Clifton, N. J., since 1950.
- Shoff, Robert C., B.S. in Ed.'37, State Tchrs. Col., Millersville, Pa.; M.Ed.'42, Pa. State Col.; Supt. of Twp. Sch., Riverside, N. J., since 1949.
- Shue, J. Harvey, B.S.'27, Franklin and Marshall Col.; M.A.'32, Columbia Univ.; Supt. of Sch., Livingston, N. J., since 1950.
- *Shugart, Leberman C., A.B.'27, Ind. Univ.; M.S.'31, Lehigh Univ.; Asst. Supt. of Sch., Elizabeth, N. J., since 1949.
- Singly, G. Clifford, D.Ed.'43, Univ. of Pittsburgh; Supt., North Hunterdon Regional H. S. Dist., Annandale, N. J., since 1950.
- Skean, A. H., B.S.'14, Muhlenberg Col.; Mgr., The Convention Bureau, 16 Central Pier, Atlantic City, N. J.
- Skogsberg, Alfred H., B.A.'27, Westmar Col.; M.A.'35, New York Univ.; Ed.D.'48, Columbia Univ.; Prin., Jr. H. S., Bloomfield, N. J., since 1942.
- Slocum, Clyde W., M.A.'33, N. Y. State Col. for Tchrs., Albany; Supt. of Sch., Toms River, N. J., since 1950.
- Smith, Donald R., B.S. in Ed.'43, N. J. State Tchrs. Col., Trenton; M.Ed.'51, Rutgers Univ.; Tchrs., Monroe Twp. Sch., Jamesburg, N. J., since 1951.

NEW JERSEY

- Morgan, Clarence B., B.S.'42, N. J. State Tchrs. Col., Glassboro; M.E.'48, Temple Univ.; Supt. of Monroe Twp. Sch., Williamstown, N. J., since 1953.
- Morgenroth, George W., B.S. in M.E.'28, Cooper Union; B.S. in Ed.'45, Rutgers Univ., M.A. in Ed.'46, New York Univ.; Asst. Dir., Essex Co. Voc. Sch., Newark, N. J., since 1947.
- Morris, Howard, Jr., B.S.'39, N. J. State Tchrs. Col., Trenton, M.Ed.'47, Temple Univ.; Supt. of West Deptford Twp. Sch., Verga, N. J., since 1951.
- Morrison, Howard D., B.S.'26, Columbia Univ., M.S.'33, Univ. of Pa.; Supt., Hamilton Twp. Sch., Trenton, N. J., since 1939.
- Morrison, Robert H., B.A.'23, Mich. State Normal Col., M.A.'26, Colo. State Col. of Educ., Ph.D.'33, Tchrs. Col., Columbia Univ., Asst. Commr. of Educ. and Head, Div. of Higher Educ., State Dept. of Pub. Instr., Trenton, N. J., since 1945.
- Moshier, Stephen W., B.S.'32, M.A.'36, Tchrs. Col., Columbia Univ., Supt. of Sch., Hawthorne, N. J., since 1939.
- Moulton, Onaville Joshua, B.A.'14, Bates Col., Ed.M.'32, Harvard Univ.; Ed.D.'37, New York Univ. Address: Old Corliss Ave., Neptune, N. J.
- Mueller, Ernest J., B.S.'43, N. J. State Tchrs. Col., Paterson; M.A.'48, N. J. State Tchrs. Col., Upper Montclair; Prin., Coolidge Sch., Wyckoff, N. J., since 1951.
- Munson, Ruth W., B.S.'35, Tchrs. Col., Columbia Univ., Prin., Jefferson Sch., Maplewood, N. J., since 1941.
- Murray, Norman J. M., B.S.'37, William and Mary Col., M.A.'49, Tchrs. Col., Columbia Univ. Address: 14 Country Club Ter., Springfield, N. J.
- Muschell, Charles S., B.S.'29, M.A.'32, Tchrs. Col., Columbia Univ.; Ed.D.'50, New York Univ.; Supt. of Conaol. Sch., Westwood, N. J., since 1946.
- Neill, J. Donald, A.B.'31, M.A.'36, W. Va. Univ.; Acting Dean, Sch. of Educ., Rutgers Univ., New Brunswick, N. J., since 1951.
- Neulen, Leon N., A.B.'15, St. Olaf Col.; M.A.'22, Ph.D.'31, Columbia Univ.; Ped.D.'37, Temple Univ., Supt. of Sch., Camden, N. J., since 1931.
- Neulen, Lester N., B.A.'16, St. Olaf Col.; M.A.'23, Ph.D.'28, Columbia Univ.; Supt. of Twp. Sch., Teaneck, N. J., since 1928.
- Newswanger, B. F., B.S.'29, New York Univ.; M.A.'33, Tchrs. Col., Columbia Univ.; Supt. of Sch., Springfield, N. J., since 1948.
- Nicklas, Victor C., B.A.'17, Univ. of Pittsburgh; M.A.'23, Tchrs. Col., Columbia Univ., Supt. of Sch., Woodbridge, N. J., since 1933.
- Ober, (Mrs.) Grace G., A.B.'28, Antioch Col.; M.A.'34, Univ. of Pa.; Dir. of Educ., State Colony at New Lisbon, New Lisbon, N. J., since 1951.
- Oberholzer, Robert M., Ph.B.'12, Franklin and Marshall Col.; A.M.'24, Univ. of Pa.; Supt. of Sch., Bordentown, N. J., since 1919.
- O'Brien, Richard J., B.A.'32, Seton Hall Col., M.A.'36, Fordham Univ.; D.Ed.'45, New York Univ.; Assoc. Supt. of Sch., Jersey City, N. J., since 1949.
- O'Connor, Paul D., B.S.'24, Niagara Univ.; M.A.'41, New York Univ.; Supt. of Sch., Allendale, N. J., since 1941.
- Olson, Edwin C., Ph.B.'19, Yale Univ.; M.A.'32, Columbia Univ.; Supt. of Sch., Lyndhurst, N. J., since 1950.
- Osborn, George H., Jr., B.A.'32, Maryville Col.; M.A.'35, N. J. State Tchrs. Col., Upper Montclair; Supt. of Twp. Sch., Hopewell, N. J., since 1952.
- Palmer, A. Ray, B.S.'29, M.A.'31, Tchrs. Col., Columbia Univ.; Supt. of Sch., Ridgefield Park, N. J., since 1913.
- Parker, Albert C., M.A.'27, Columbia Univ.; Supt. of Sch., Union City, N. J.
- Parker, Robert C. B., B.S.'30, M.A.'35, Rutgers Univ.; Educ. Consultant, 84 Greenwood Ave., Madison, N. J., since 1953.
- Parks, Leonard Radcliffe, B.S. in Ed.'32, Rutgers Univ.; M.A.'47, Tchrs. Col., Columbia Univ.; Supt. of Sch., Cedar Grove, N. J., since 1937.
- Partch, Clarence E., B.S. in Mech. Eng.'09, Univ. of Mich.; Ed.M.'25, Ed.D.'26, Harvard Univ.; Dean, Sch. of Educ., Rutgers Univ., New Brunswick, N. J., since 1927.
- Partridge, Ernest DeAlton, B.S.'30, Brigham Young Univ.; Ph.D.'34, Tchrs. Col., Columbia Univ.; Pres., N. J. State Tchrs. Col., Upper Montclair, N. J., since 1951.
- Pate, Wylie G., B.S.'21, Washington and Jefferson Col.; M.A.'26, Univ. of Pa.; Ed.D.'36, Rutgers Univ.; Supt. of Middletown Twp. Sch., Leonardo, N. J., since 1938.
- Peters, Mary V., B.S.'39, N. J. State Tchrs. Col., Glassboro; Supt. of Sch., Vantnor, N. J., since 1937.
- Pierce, Charles B., A.B.'32, Franklin and Marshall Col.; M.A.'37, Ph.D.'42, Univ. of Pittsburgh; Supt. of Sch., Ocean City, N. J., since 1950.
- Pohlman, Lauren V., Archt., Elizabeth, N. J.
- Pollack, Richard S., B.S.'31, Mass. Inst. of Tech.; M.Ed.'40, D.Ed.'42, Temple Univ.; Supt. of Sch., Sayreville, N. J., since 1945.
- Pratt, Harry H., B.S.'22, Rutgers Univ.; M.Ed.'34, Temple Univ.; Supt. of Twp. Sch., Lawrenceville, N. J., since 1950.
- Preston, Everett C., B.S.'21, Mass. State Col.; M.Ed.'26, Harvard Univ.; Ph.D.'36, Tchrs. Col., Columbia Univ.; Dir., Div. of Adult Educ., State Dept. of Educ., Trenton, N. J., since 1944.
- Priestley, Ehud, Ph.D.'42, New York Univ.; Supt. of Sch., Nutley, N. J., since 1952.
- Purcell, Earl E., A.B.'18, Lafayette Col.; M.A.'29, Tchrs. Col., Columbia Univ.; Supt. of Sch., Bogota, N. J., since 1944.
- Quimby, Joseph H., B.S.'35, N. J. State Tchrs. Col., Newark; M.A.'46, N. J. State Tchrs. Col., Upper Montclair; Supt. of Sch., Lambertville, N. J., since 1953.
- Quin, Edwin S., B.S.'31, Fordham Univ.; M.A.'40, Columbia Univ.; Supt. of Sch., Carteret, N. J., since 1948.
- *Race, Stuart R., A.B.'11, Lafayette Col.; A.M.'27, New York Univ.; Supt. of Sch., Newton, N. J., since 1941.
- Ragg, H. Joseph, Jr., B.Ed.'36, M.Ed.'43, Rutgers Univ.; Supt., West Milford Twp. Sch., Newfoundland, N. J., since 1948.

Wilkins, Eugene G., A.B.'26, North Texas State Col.; M.A.'29, Ph.D.'37, Tchrs. Col., Columbia Univ.; Pres., N. J. State Tchrs. Col., Newark, N. J., since 1930.

Willey, Edith W., B.S. in Ed.'33, Rutgers Univ.; Supt. of Sch., Westville, N. J., since 1925.

Williams, George B., Dist. Clerk, Pub. Sch., Glen Ridge, N. J., since 1938.

Wilson, Walter E., B.S.'37, N. J. State Tchrs. Col., Newark; M.S.'42, Rutgers Univ.; Supt. of Sch., Jamesburg, N. J.

Winans, S. David, A.B.'37, Temple Univ.; B.S. in Ed.'37, N. J. State Tchrs. Col., Glassboro; Ed.M.'48, Rutgers Univ.; Supvr. of Research and Publications, Div. of Higher Educ., State Dept. of Educ., Trenton, N. J., since 1947.

Winchell, Lawrence Romie, B.S.'25, City Col. of the City of N. Y.; M.A.'29, Tchrs. Col., Columbia Univ.; D.Ed.'37, Rutgers Univ.; Cumberland Co. Supt. of Sch., Bridgeton, N. J., since 1942.

Wolbach, Charles A., A.B.'18, Lehigh Univ.; M.A.'24, Tchrs. Col., Columbia Univ.; Ph.D.'34, New York Univ.; Supt. of Sch., Rumson, N. J., since 1934.

Wood, John A., 3rd, B.S.'15, Princeton Univ.; Secy., Tchrs. Pension and Annuity Fund, Trenton, N. J., since 1925.

Woodbury, Kenneth Foster, B.A.'24, Univ. of Maine; M.A.'33, Tchrs. Col., Columbia Univ.; Asst. Commr. of Educ., and Head, Div. of Bus., State Dept. of Educ., Trenton, N. J.

Woolf, Kenneth A., A.B.'27, Lafayette Col.; M.A.'32, Ed.D.'42, New York Univ.; Supt. of Twp. Sch., Mountain View, N. J., since 1946.

Workman, David Frank, B.S.'25, M.A.'29, Franklin and Marshall Col.; M.A.'29, Tchrs. Col., Columbia Univ.; Supt. of Sch., Waldwick, N. J., since 1927.

Workman, Robert L., B.S.'41, M.A.'46, N. Y. Univ.; Prin. of H. S., Moorestown, N. J., since 1933.

Worrall, John R., B.S.'32, Allegheny Col.; M.Ed.'39, Univ. of Pittsburgh; H. S. Prin., Woodbury, N. J., since 1947.

Yentema, Clarence D., B.S.'35, Rutgers Univ.; A.M.'41, N. J. State Tchrs. Col., Upper Montclair; Supt. of Sch., Florham Park, N. J., since 1933.

York, Oliver Henry, B.A.'38, Stanford Univ.; M.A.'45, Columbia Univ.; Ph.D.'48, Univ. of Calif.; Dir., Park Play Seb., Newark, N. J., since 1932.

Yost, Frank L., A.M.'12, Bucknell Univ.; Supt. of Sch., Orange, N. J., since 1949.

Zimmerman, Frederick, A.B.'39, Columbia Col.; M.A.'41, N. J. State Tchrs. Col., Upper Montclair; Supt. of Sch., Hoboken, N. J., since 1948.

Zimmerman, Roy R., A.B.'28, M.A.'32, Tchrs. Col., Columbia Univ.; Bergen Co. Supt. of Sch., Hackensack, N. J., since 1934.

Zorella, John W., B.S.'31, Pa. State Col.; M.Ed.'37, Rutgers Univ.; M.A.'48, Columbia Univ.; Supt. of Sch., Manville, N. J., since 1937.

INSTITUTIONAL MEMBERS

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Public Library, 5 Washington St., Newark, N. J.

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Allen, Eugene V., M.A.'39, Okla. A. and M. Col.; Supt. of Sch., Greenville, N. Mex., since 1951.

Alvis, Berry N., A.B.'28, West Texas State Tchrs. Col.; M.A.'34, Univ. of Colo.; Supt. of Sch., Clayton, N. Mex., since 1950.

*Ambrose, Philip S., B.S.'41, Georgetown Univ.; M.A.'46, Ed.D.'49, Tchrs. Col., Columbia Univ.; Asst. Dir., Col. Instr. Center, Carlsbad, N. Mex.

Beggs, Vernon L., M.A.'32, Ph.D.'36, Univ. of Chicago; Dir. of Sch., United Pueblos Agency, Albuquerque, N. Mex., since 1945.

Bird, T. C., B.A.'25, Howard Payne Col.; M.A.'40, Univ. of N. Mex.; Supt. of Sch., Santa Fe, N. Mex., since 1946.

Brink, Leonard P., A.B.'49, Calvin Col.; Educ. Supt., Rehoboth Mission Sch., Rehoboth, N. Mex., since 1950.

Burke, J. L., Jr., B.A.'29, West Texas State Col.; M.A.'33, Texas Tech. Col.; Supt. of Pub. Sch., Jal. N. Mex., since 1935.

Caton, W. Barnie, A.B.'32, N. Mex. Highlands Univ., Las Vegas; M.A.'40, Univ. of N. Mex.; Supt. of Sch., Alamogordo, N. Mex., since 1947.

Clark, L. W., B.A.'30, M.A.'34, Texas Tech. Col.; Supt. of Capitan Union H. S., Capitan, N. Mex., since 1948.

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- Smith, Hubert H., A.B.'15, Wabash Col.; M.A.'26, Tchrs. Col., Columbia Univ.; Supt. of Sch., Hammonton, N. J., since 1926.
- Smith, Leroy, Dir. of Health Educ. and Physically Handicapped Children, Pub. Sch., Trenton, N. J., since 1947.
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- Smith, William M., A.B.'12, Dickinson Col.; Coordinator, N. J.-CPEA, Trenton, N. J., since 1952.
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- Sosted, Harold A., B.Ed.'30, State Tchrs. Col., Eau Claire, Wis.; Ph.M.'39, Univ. of Wis.; Prin., Public Sch., Essex Fells, N. J., since 1951.
- Sperling, William R., B.S.'30, M.A.'32, Tchrs. Col., Columbia Univ., Supt. of Sch., Cliffs Park, N. J., since 1953.
- Spragg, Charles L., B.S.'32, State Tchrs. Col., West Chester, Pa.; Ed.M.'40, Rutgers Univ.; Supt. of Sch., Egg Harbor City, N. J., since 1949.
- Spurr, Ethel M., B.A.'19, Radcliffe Col.; M.A.'24, Columbia Univ.; Prin., The Kimberlay Sch., Montclair, N. J., since 1950.
- Stager, Christian, Jr., Genl. Elem. Diploma '34, Paterson State Tchrs. Col.; B.S. in Ed.'47, Newark State Tchrs. Col.; M.E.'51, Rutgers Univ.; Supt. of Sch., Sparta, N. J., since 1948.
- Stearns, Harry Lee, A.B.'22, Dickinson Col.; M.A.'29, Univ. of Pittsburgh; Ph.D.'36, New York Univ.; Supt. of Sch., Englewood, N. J., since 1944.
- Steel, Charles L., Jr., B.S.'19, Muhlenberg Col.; Prin., H. S., Tesneck, N. J., since 1933.
- Stetler, Russell A. G., B.Sc.'21, Susquehanna Univ.; Ed.M.'31, Pa. State Col.; Supt. of Borough and Twp. Sch., Matawan, N. J., since 1947.
- Stover, Frank B., B.A.'31, M.A.'32, Wesleyan Univ.; Essex Co. Supt. of Sch., Newark, N. J., since 1950.
- Stover, William R., B.S. in Ed.'37, Ed.M.'40, Temple Univ.; Supt. of Sch., Pennsauken, N. J., since 1947.
- Stratton, Mason A., B.S. in Ed.'28, New York Univ.; Ed.M.'46, Temple Univ.; Atlantic Co. Supt. of Sch., Maya Landing, N. J., since 1946.
- Straub, J. Harold, B.S. in Ed.'32, M.A.'33, Ed.D.'36, N. Y. Univ.; Passaic Co. Supt. of Sch., Paterson, N. J., since 1949.
- Stumpf, Phillip Q., A.B.'21, Franklin and Marshall Col.; M.S.'47, Temple Univ.; Supt. of Sch., Paulsboro, N. J., since 1951.
- Sullivan, Richard Howard, A.B.'39, Harvard Col.; A.M.'40, Harvard Univ.; Exec. Vicepres. and Treas., Educ. Testing Service, Princeton, N. J.
- Sutton, Helen P., B.S.'36, M.A.'39, New York Univ.; Vicepres., J. W. Wakeman Sch., Jersey City, N. J., since 1934.
- Swaim, Laura Grey, Ed.M.'38, Temple Univ.; Supt. of Sch., Maple Shade, N. J., since 1922.
- Taylor, Charles H., B.S. in Ed.'38, N. J. State Tchrs. Col., Paterson; M.E. Adm. and Sup.'40, Rutgers Univ.; Supt. of Sch., Midland Park, N. J., since 1948.
- Thomas, Evan H., A.B.'29, Lafayette Col.; M.Ed.'35, Rutgers Univ.; Supt. of Sch., Belleville, N. J., since 1951.
- Thompson, James B., B.S.'12, Colby Col.; M.A.'27, Tchrs. Col., Columbia Univ.; Supt. of Sch., Ft. Lee, N. J., since 1933.
- Threlkeld, Curtia H., B.S.'21, Northeast Mo. State Tchrs. Col.; A.M.'27, Tchrs. Col., Columbia Univ.; Supt. of South Orange and Maplewood Sch., Maplewood, N. J., since 1943.
- Tink, Edmund L., B.A.'23, Lawrence Col.; M.A.'27, Ph.D.'29, Tchrs. Col., Columbia Univ.; Supt. of Sch., Kearny, N. J., since 1932.
- Tomlinson, Allan, B.S. in Ed.'35, State Tchrs. Col., Shippensburg, Pa.; M.Ed.'39, Temple Univ.; Supt., Penns Grove-Upper Penna Neck Sch. Dist., Penns Grove, N. J., since 1949.
- Trowbridge, John E., B.S. in Ed.'30, State Tchrs. Col., Mansfield, Pa.; Ed.M.'34, Rutgers Univ.; Prin., Cranbury Sch., Cranbury, N. J., since 1947.
- Tustlin, James F., A.B.'22, Dickinson Col.; A.M.'27, Tchrs. Col., Columbia Univ.; L.L.B.'32, N. J. Law Sch.; Supt. of Sch., South Amboy, N. J., since 1940.
- Twichell, Jack B., B.S.'32, M.A.'34, Tchrs. Col., Columbia Univ.; Mercer Co. Supt. of Sch., Trenton, N. J., since 1952.
- Van Houten, Robert W., B.S. in C.E.'30, C.E.'32, Newark Col. of Engineering; Pres., Newark Col. of Engineering, Newark, N. J., since 1949.
- Van Nuya, Jay C., Architect, 1 W. Main St., Somerville, N. J., since 1938.
- Walton, L. Arthur, B.S.'20, Ursinus Col.; A.M.'24, Univ. of Pa.; Supt. of Sch., Pitman, N. J., since 1941.
- Warwick, Raymond, B.S.'32, M.S.'38, Rutgers Univ.; Prin., Bradley Park Sch., Neptune, N. J., since 1932.
- West, Roscoe L., A.B.'14, Ed.M.'23, Harvard Univ.; Pres., N. J. State Tchrs. Col., Trenton, N. J., since 1930.
- West, William H., B.Acctg.'31, B.Ed. in Commerce'32, Rider Col.; M.Ed.'37, Rutgers Univ.; Supt. of Sch., Belvidere, N. J., since 1945.
- Westby, Cleve O., A.B.'20, M.A.'36, Mont. State Univ.; Ed.D.'45, Tchrs. Col., Columbia Univ.; Coordinator, State Tchrs. Col. Construction Program, State Dept. of Educ., Trenton, N. J., since 1953.
- Whilden, Charles Steelman, B.S. in Ed.'39, N. J. State Tchrs. Col., Glassboro; M.E.'43, Temple Univ.; Supt. of Sch., Upper Freehold Twp., Allentown, N. J., since 1952.
- Whitken, Donald, B.A.'33, M.Ed.'40, Rutgers Univ.; Prin. of Roosevelt Sch., Elizabeth, N. J., since 1951.
- Wightman, Clair S., A.B.'20, Syracuse Univ.; M.A.'24, Columbia Univ.; Ph.D.'34, New York Univ.; Pres., N. J. State Tchrs. Col., Paterson, N. J., since 1937.

Sanchez, Adelino, A.B.'30, N. Mex. Western Col.; M.A.'40, Univ. of N. Mex.; Supt. of Municipal Sch., Grants, N. Mex., since 1953.

Shinkle, James D., B.S.'20, Central Mo. Col.; M.A.'27, George Peabody Col. for Tchrs.; Supt. of Sch., Roswell, N. Mex., since 1936.

Stafford, W. D., A.B.'30, N. Mex. Highlands Univ.; M.A.'37, Texas Tech. Col.; Supt. of Sch., San Jon, N. Mex., since 1945.

Stinnette, Ray L., A.B.'30, M.A.'30, Colo. State Col. of Educ.; Supt. of Sch., Hot Springs, N. Mex., since 1945.

Thomas, R. N., Eddy Co. Supt. of Sch., Carlsbad, N. Mex., since 1939.

Tunnell, Hal, B.A.'41, M.A.'48, N. Mex. Highlands Univ.; Supt. of Sch., Estancia, N. Mex., since 1951.

White, Carrol, Supt. of Chaves Co. Sch., Roswell, N. Mex., since 1953.

Wiley, Tom, B.A.'32, M.A.'49, Univ. of N. Mex.; State Supt. of Pub. Instr., Santa Fe, N. Mex., since 1951.

Williams, Burton T., M.S.'37, Univ. of N. Mex.; Supt. of Sch., Ft. Sumner, N. Mex., since 1945.

Wood, (Mrs.) Alice C., B.A.'29, Montezuma Col.; M.A.'51, N. Mex. Highlands Univ.; Supt. of Sch., Wagon Mound, N. Mex., since 1952.

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Ackley, E. L., A.B. and A.M.'05, Pd.B.'08, Syracuse Univ.; Supt. of Sch., Johnstown, N. Y., 1910-49 (retired); Address: 402 S. Market St., Johnstown, N. Y.

Addleton, (Mrs.) Lorraine W., B.A.'32, Hunter Col. of the City of New York; M.A.'34, Tchrs. Col., Columbia Univ.; Prin., Pub. Sch. 89, Queens, New York, N. Y., since 1952.

Adinoff, Rebecca, B.S.'36, M.A.'43, Columbia Univ.; Asst. Dir., Early Childhood Educ., Pub. Sch., Brooklyn, N. Y., since 1949.

Agnew, Peter L., B.B.Ed.'23, Boston Univ.; M.A.'28, Ph.D.'40, N. Y. Univ.; M.Ed.'30, Harvard Univ.; Asst. Dean, N. Y. Univ., New York, N. Y., since 1948.

Ahern, T. James, B.A.'23, Alfred Univ.; A.M.'36, New York Univ.; Supt. of Sch., Mamaroneck, N. Y., since 1942.

Akerly, Harold E., B.S.'08, Univ. of Rochester; S.B.'10, Mass. Inst. of Tech.; M.A.'33, Univ. of Rochester; Asst. Supt. of Sch., Rochester, N. Y., since 1929.

Akin, Clayton L., B.Ed.'48, Washington Univ.; M.A.'51, Columbia Univ.; Supvg. Prin. of Central Sch. Dist., Bemus Point, N. Y., since 1953.

Allen, Edward E., A.B.'28, Ellsworth Col.; Ed.M.'30, Harvard Univ.; Supvg. Prin. of Sch., Akron, N. Y., since 1941.

Aloysia, Mother M., Ph.D.'26, Fordham Univ.; Good Counsel Col., White Plains, N. Y., since 1923.

Ambellan, Fred, B.S.'33, N. Y. State Col. for Tchrs., Buffalo; M.A.'38, New York Univ.; Supt. of Sch., Gloversville, N. Y., since 1952.

Anderson, Walter A., B.S.'29, M.A.'31, Univ. of Minn.; Ed.D.'37, Tchrs. Col., Columbia Univ.; Chmn., Dept. of Admin. and Supv'n., Sch. of Educ., New York Univ., New York, N. Y., since 1947.

Armstrong, Hubert C., B.S.'30, M.S.'31, Univ. of Wash.; Dir., Pub. Educ. Assoc., New York, N. Y., since 1951.

Armstrong, Louis W., B.S.'31, M.A.'37, Ed.D.'51, Tchrs. Col., Columbia Univ.; Assoc. in Educ. Plant Planning, State Educ. Dept., Albany, N. Y., since 1951.

Armstrong, T. H., Interstate Tchrs. Agency, Genesee Valley Trust Bldg., Rochester, N. Y.

Arnold, Dorothy Livingston, Dir., Educ. Relations and Head, Dept. of Tchrs. Tr., Parsons Sch. of Design, New York, N. Y., since 1934.

Ashby, Nathaniel E., B.A., M.A., Howard Univ.; Prin. of Sch., Bronx, N. Y., since 1952.

Atwood, Clinton H., B.S.'19, Colgate Univ.; A.M.'23, Syracuse Univ.; Supt. of Sch., Solvay, N. Y., since 1938.

Austin, David B., A.B.'29, Pomona Col.; M.A.'30, Claremont Col.; Ed.D.'51, Tchrs. Col., Columbia Univ.; Assoc. Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y.

Ayars, Albert L., B.A., B.Ed.'39, M.A.'42, State Col. of Wash., Assoc. Dir., Joint Council on Economic Educ., 444 Madison Ave., New York, N. Y., since 1952.

Ayer, Roderick E., M.S. in Ed.'46, Syracuse Univ.; Supvg. Prin. of Bloomfield Central Sch., East Bloomfield, N. Y., since 1953.

Badger, William V., B.S.'35, M.A.'36, George Peabody Col. for Tchrs.; D.Ed.'52, Fla. State Univ.; Address: c/o Genl. Delivery, Ithaca, N. Y.

Baehr, Herbert F., B.S.'38, N. J. State Tchrs. Col., Newark; M.A.'47, Tchrs. Col., Columbia Univ.; Bus. Mgr. of Pub. Sch., Valley Stream, N. Y., since 1951.

Bailey, Richard James, A.B.'30, Univ. of Notre Dame; Ph.D.'40, N. Y. Univ.; Supvg. Prin. of Greenburgh No. 8 Sch., White Plains, N. Y., since 1947.

Bain, Howard E., A.B.'28, Houghton Col.; M.A. in Ed.'38, Cornell Univ.; Prin., Oakfield Alabama C. S., Oakfield, N. Y., since 1948.

Baisch, Carl W., M.A.'27, Univ. of Buffalo; Supt. of Union Free Sch. Dist. 1, Kenmore, N. Y., since 1953.

Baker, Arthur L., M.S. in Ed.'43, Syracuse Univ.; Supt. of Sch., Seneca Falls, N. Y., since 1949.

Baker, Erwin L., A.B.'27, N. Y. State Tchrs. Col., Albany; M.A.'33, Columbia Univ.; Supvg. Prin. of Sch., Jeffersonville, N. Y., since 1935.

Baker, Howard E., B.S.'26, Union Univ.; M.A.'34, New York State Col. for Tchrs., Albany; Supt. of Draper Sch., Schenectady, N. Y., since 1948.

Baldwin, Clare C., B.S.'27, Univ. of Kansas; M.A.'32, Ph.D.'34, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., New York, N. Y., since 1946.

Barber, George A., Diploma '12, N. Y. State Tchrs. Col., Genesee; A.B.'23, Univ. of Rochester; Dist. Supt. of Sch., Batavia, N. Y., since 1930.

- Clegg, John Travis, A.B. in Ed.'33, N. Mex. Highlands Univ.; M.A. in Sch. Admin.'40, Colo. State Col. of Educ.; Supt of Municipal Sch. Dist. 1, Socorro, N. Mex., since 1949.
- Conway, C. H., M.A.'34, Univ. of N. Mex.; Supt of Sch., Eunice, N. Mex., since 1935.
- DeVargas, Diego, B.A.'35, N. Mex. Highlands Univ., Supt. of Co. Sch., Saets Fe, N. Mex., since 1950.
- Field, Benwood, B.S.'27, N. Mex. Western Col., M.A.'39, Univ. of N. Mex.; Supt. of Sch., Dexter, N. Mex., since 1947.
- Firman, Robert Gibbs, A.B.'31, Colgate Univ.; M.A.'33, Columbia Univ., Supt. of Sch., Carrizozo, N. Mex., since 1953.
- Foster, Fred W., B.S.'36, N. Mex. Western Col., Grant Co. Supt. of Sch., Silver City, N. Mex., since 1950.
- Foster, W. H., M.A.'49, George Peabody Col. for Tchrs.; B.S.'32, Murray State Col. (Ky.), Supt of Sch., Raton, N. Mex., since 1952.
- Freeburg, Wesley, B.A.'31, N. Mex. Highlands Univ.; M.A.'37, Univ. of N. Mex.; Supt. Lordsburg Municipal Sch., Lordsburg, N. Mex., since 1947.
- Galsz, A. C., M.A.'34, Univ. of N. Mex.; Supt. of Sch., Los Lunas, N. Mex., since 1937.
- Gonzales, Clara B., B.A. in Ed.'30, Loyola Univ., Prin., Zuni Day Sch., Zuni, N. Mex., since 1930.
- Hansen, Tom, A.B.'34, Col. of the Ozarks, Ed.M.'41, Univ. of Okla.; Prin., St. H. S., Carlsbad, N. Mex.
- Hemming, William M., A.B.'26, Oberlin Col.; M.A.'33, Univ. of N. Mex.; Prin. of U. S. Indian Sch., Santa Fe, N. Mex., since 1948.
- Hobbs, Edwin G., B.A.'25, N. Mex. Western Col.; M.A.'36, Univ. of N. Mex. Address: Bd. of Educ., Clovis, N. Mex.
- Huff, Raymond, B.A.'21, Univ. of Texas, M.A.'30, Univ. of Colo.; Chmn., N. Mex. State Bd. of Educ., 1930-53, and Supt. Emeritus, Pub. Sch., Clayton, N. Mex., since 1950.
- Hunt, Malcolm G., B.S.'31, M.A.'32, West Texas State Col.; Supt. of Sch., Portales, N. Mex., since 1943.
- Jackson, Charles Everett, B.S.'34, Kansas State Tchrs. Col., Pittsburg; M.A.'41, Univ. of N. Mex.; Dir. of Curriculum and Admin. Asst., Municipal Sch., Lovington, N. Mex., since 1952.
- Jones, Agrie, M.A.'48, West Texas State Col.; Supt. of Municipal Sch. Dist. 2, Texico, N. Mex., since 1949.
- Karlin, Glenn C., B.S.'38, Univ. of N. Mex.; M.A.'31, N. Mex. Highlands Univ.; Prin. of Jr. H. S., Raton, N. Mex., since 1952.
- Koogler, Clare V., M.A.'31, N. Mex. Highlands Univ.; Supt. of Sch., Artec, N. Mex., since 1935.
- Langston, LaMoine, B.A.'34, N. Mex. Highlands Univ.; M.A.'39, Univ. of N. Mex.; Supt. of Sch., Farmington, N. Mex., since 1950.
- Larkin, John L., M.A.'31, Univ. of Ariz.; Supt. of Sch., Tularosa, N. Mex., since 1935.
- Lewis, Richard Raymond, B.A.'38, N. Mex. Col. of A. and M. Arts; M.A.'42, Univ. of N. Mex.; Supt. of Municipal Sch. Dist., Deming, N. Mex., since 1952.
- Lofton, Ray J., A.B.'28, N. Mex. Western Col.; M.A.'41, Univ. of N. Mex.; Supt. of Sch., Melrose, N. Mex., since 1941.
- Ludi, Phillip Morris, B.A.'44, M.A.'48, N. Mex. Highlands Univ.; Supt. of Sch., Las Vegas (Town), N. Mex., since 1942.
- McBride, George C., B.S.'18, Dartmouth Col.; M.A.'31, Univ. of Calif.; Supt. of Sch., Des Moines, N. Mex.
- Marshall, Robert E., B.S.'20, Middle Tenn. State Col.; M.A.'30, George Peabody Col. for Tchrs.; Supt. of Sch., Clovis, N. Mex., since 1945.
- Mayfield, Tom J., B.A.'26, Miss. Col.; M.A.'38, Univ. of N. Mex.; City Supt. of Sch., Artesia, N. Mex., since 1947.
- Miller, J. Cloyd, B.S. in Bus. Admin.'27, N. Mex. Col. of Agr. and Mech. Arts; M.A. in Ed.'36, Univ. of N. Mex.; Pres., Natl. Educ. Assn., 1951-52; Pres., N. Mex. Western Col., Silver City, N. Mex., since 1952.
- Mills, Charles L., B.A.'29, N. Mex. Highlands Univ.; M.A.'41, Univ. of N. Mex.; Supt. of Sch., Hobbs, N. Mex., since 1947.
- Milne, John, B.S.'29, Univ. of N. Mex.; M.A.'31, Tchrs. Col., Columbia Univ.; Supt. of Sch., Albuquerque, N. Mex., since 1911.
- Morgan, Henry E., B.A.'26, Univ. of Kansas; M.A.'38, Univ. of N. Mex.; Supt. of Sch., Elida, N. Mex., since 1935.
- Morrison, Donald B., B.S.'34, Texas Col. of Arts and Indus.; M.A.'43, Univ. of N. Mex.; Supt. of Sch., Cimarron, N. Mex.
- Murphy, Irvin P., M.A.'38, Univ. of N. Mex.; Supt. of Sch., Carlsbad, N. Mex., since 1941.
- Nannings, Simon P., B.S.'16, Kansas State Tchrs. Col.; M.A.'22, Stanford Univ.; Ph.D.'25, Univ. of Calif.; Dean, Col. of Educ., Univ. of N. Mex., Albuquerque, N. Mex., since 1925.
- Nunn, Earl, M.A.'43, N. Mex. Highlands Univ.; Supt. of Sch., Springer, N. Mex., since 1950.
- O'Donnell, William B., B.S. in Agr.'26, Colo. A. and M. Col.; M.A.'37, Tchrs. Col., Columbia Univ.; Prof. of Educ., N. Mex. Col. of Agr. and Mech. Arts, State College, N. Mex., since 1939.
- Owens, Charles S., B.A.'30, Hardin-Simmons Univ.; M.A.'40, Texas Tech. Col.; Supt. of Sch., Gallup, N. Mex., since 1949.
- Pannell, H. C., M.A.'34, Univ. of Colo.; Supt. of Sch., Lovington, N. Mex., since 1939.
- Prevost, Charles O., A.B.'32, N. Mex. Western Col.; Grant Co. Supvr. of Rural Sch., Silver City, N. Mex., since 1938.
- Rhodes, L. H., B.S.'26, West Texas State Tchrs. Col.; M.A.'31, Univ. of Colo.; Supt. of Sch., Tucumcari, N. Mex., since 1937.
- Robertson, Walter J., A.B.'22, Southwestern Col.; A.M.'34, N. Mex. Highlands Univ.; Supt. of Sch., Las Vegas, N. Mex., since 1941.
- Rosenberg, Samuel, B.S.S.'30, M.S. Ed.'32, City Col. of the City of New York; Reservation Prin., Jicarilla Indian Agency Sch., Dulce, N. Mex., since 1949.
- Rossell, John Dale, A.B.'17, A.M.'24, Ph.D.'31, Ind. Univ.; Chancellor and Exec. Secy., Board of Educ. Finance, State of N. Mex., Santa Fe, N. Mex., since 1952.

- Brittall, Robert W., B.A.'42, Coe Col.; M.S. '50, Drske Univ.; Research Asst. and Television Coordinator, Tchrs. Col., Columbia Univ., New York, N. Y., since 1952.
- Broksw, Frank, A.B.'29, Hope Col.; M.S. '36, Syracuse Univ.; Supt. of Sch., Fairport, N. Y., since 1951.
- Brown, Harold S., Vicepres., D. Van Nostrand Co., Inc., New York, N. Y., since 1946.
- *Brown, James E., M.A.'41, W. Va. Univ.; M.A.'49, Tchrs. Col., Columbia Univ.; Prin., Jr. and Sr. H. S., Whitesboro, N. Y., since 1949.
- Brown, Milton W., A.B.'28, Marietta Col.; Ed.M.'40, Harvard Univ.; Supt. of Sch., Lancaster, N. Y., since 1948.
- Brownell, (Mrs.) Elesnor K., M.A.'46, Tchrs. Col., Columbia Univ.; Supvg. Prin., Division Ave. Sch., Levittown, N. Y., since 1948.
- Bruggeman, L. L., A.B.'26, Rutgers Univ.; Mgr., Eastern Div., American Book Co., New York, N. Y., since 1943.
- Bruner, Herbert B., Ph.D.'25, Columbia Univ.; Prof. of Educ., New York Univ., New York, N. Y., since 1950.
- Bryant, George E., B.S.'34, A.M.'37, New York Univ.; Supt. of Sch., Roslyn Hgts., N. Y., since 1943.
- Buell, William Ray, B.S. in Agr.'20, Cornell Univ.; Dist. Supt. of Sch., East Aurora, N. Y., since 1931.
- Buesch, Charles G., B.A.'26, North Central Col.; Prin. of Woodlawn H. S., Blasdell, Buffalo, N. Y., since 1934.
- Bulger, Paul G., M.S.'42, N. Y. State Col. for Tchrs., Albany; Ed.D.'51, Tchrs. Col., Columbia Univ.; Asst. Provost, Tchrs. Col., Columbia Univ., New York, N. Y., since 1948.
- Bumgardner, Walter L., B.S.'18, Pa. State Col.; Supt. of Sch., East Aurora, N. Y., since 1932.
- Burger, I. Victor, B.S.'16, M.A.'29, Ph.D.'34, New York Univ.; Asst. Supt. of Sch., New York, N. Y., since 1944.
- Burgess, Frank D., Superior Body Sales, Inc., New York, N. Y.
- Burke, James M., Clerk, Bd. of Educ., Whitesboro, N. Y., since 1929.
- Burns, Robert, B.S.'16, M.A.'19, Ph.D.'28, Tchrs. Col., Columbia Univ.; Assoc. Prof., Sch. of Educ., Fordham Univ., New York, N. Y.
- Buros, Francis C., B.S.'25, Univ. of Minn.; M.A.'29, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., White Plains, N. Y., since 1937.
- Bush, Dixon A., B.S.S.'48, City Col. of the City of N. Y.; M.A.'49, Ed.D.'51, New York Univ.; Instr., Dept. of Social Studies, State Univ. Tchrs. Col., Oneonta, N. Y., since 1951.
- Butterworth, Julian E., A.B.'07, M.A.'10, Ph.D.'12, State Univ. of Iowa; Prof. of Rural Educ., Educ. Admin., Cornell Univ., Ithaca, N. Y., 1919-52 (retired). Address: 101 Irving Place, Ithaca, N. Y.
- Butts, R. Freeman, A.B.'31, M.A.'32, Ph.D.'33, Univ. of Wis.; Head, Dept. of Social and Philosophical Foundations since 1943, and Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1947.
- Byrnes, John F., B.S.'20, M.A.'38, St. Lawrence Univ.; Supt. of Supvy. Sch. Dist. 4, Bruchton, N. Y., since 1936.
- Calhoun, Sanford H., B.S.'26, St. Lawrence Univ.; M.A.'31, Columbia Univ.; Supvg. Prin., Wellington C. Mepham H. S., Bellmore, N. Y., since 1935.
- Callahan, (Mrs.) Margaretta R., Prin. of Jr. H. S., Brooklyn, N. Y.
- Calvert, Everett T., A.B.'31, La Verne Col.; Ph.D.'42, Yale Univ.; Editor-in-chief, Americana Book Co., New York, N. Y., since 1952.
- Campbell, Francis H., B.A.'25, Univ. of Texas; M.A.'34, Tchrs. Col., Columbia Univ.; Supvr. of Elem. Sch., Nyack, N. Y., since 1952.
- Capen, Samuel Paul, A.B. and M.A.'98, L.H.D.'21, Tufts Col.; A.M.'00, Harvard Univ.; Ph.D.'02, LL.D.'33, Univ. of Pa.; LL.D.'20, Lafayette Col.; L.H.D.'25, Hartford Col.; Sc.D.'27, George Washington Univ.; LL.D.'32, Univ. of Chicago; Litt.D.'37, Clark Univ.; LL.D.'38, McMaster Univ., Chancellor, Univ. of Buffalo, Buffalo, N. Y., 1922-50 (retired). Address: 42 Linwood Ave., Buffalo, N. Y.
- Capoano, Anthony J., A.M.'50, Col. for Tchrs. at Albany (N. Y.); Federal Aid Asst., N. Y. State Educ. Dept., Albany, N. Y., since 1953.
- *Carey, Elizabeth B., A.B.'23, M.A.'34, New York State Col. for Tchrs., Albany; Ph.D.'49, New York Univ.; Supvr. of Elem. Educ., State Educ. Dept., Albany, N. Y., since 1940.
- Carter, Guyon J., B.S.'10, Alfrad Univ.; M.A.'24, Columbia Univ.; Dist. Supt. of Sch., Avoca, N. Y., since 1911.
- *Casey, Leo Martin, B.S.'47, Manhattan Col.; M.A.'48, Ed.D.'49, Columbia Univ.; Bus. Mgr., Scotia-Grinnville Sch., Scotia, N. Y., since 1951.
- Caswell, Hollis L., Ph.D.'29, Columbia Univ.; Dean, Tchrs. Col., Columbia Univ., New York, N. Y., since 1948.
- Center, Stella Stewart, A.B.'01, George Peabody Col. for Tchrs.; Ph.B.'11, Univ. of Chicago; A.M.'13, Columbia Univ.; Litt.D.'29, Univ. of Ga.; Dir., Reading Clinic, New York Univ., New York, N. Y., since 1935.
- Chisholm, J. Wilber, B.S.'29, New York Univ.; M.A.'40, Tchrs. Col., Columbia Univ.; Dist. Supt. of Sch., Mineola, N. Y., since 1936.
- Cholet, Bertram, Asst. Vicepres., Higgins Ink Co., Inc., Brooklyn, N. Y.
- Clark, Harold F., Ph.D.'23, Tchrs. Col., Columbia Univ.; Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1928.
- Clifford, Walter G., A.B.'32, Colgate Univ.; M.S. in Ed.'40, Cornell Univ.; Supt. of Sch., Canastota, N. Y., since 1947.
- Cocking, Walter D., A.B.'13, Des Moines Col.; M.A.'23, State Univ. of Iowa; Ph.D.'28, Columbia Univ.; Prof. of Educ., New York Univ. and Chmn., Bd. of Editors, The American School Publishing Corp., New York, N. Y., since 1943.
- Coddling, James W., B.S.'15, Colgate Univ.; M.A.'34, St. Lawrence Univ.; Dist. Supt. of Sch., Plattsburg, N. Y., since 1941.
- Colburn, Alfred L., B.A.'30, M.A.'37, Cornell Univ.; Supvg. Prin., Central Sch. Dist. 1, Cuba, N. Y., since 1937.

NEW YORK

- Barkan, Samuel H., B.S.'23, City Col. of the City of New York; M.S.'30, N. Y. Univ.; Dir., Sch. Housing, New York City Bd. of Educ., 110 Livingston St., Brooklyn, N. Y., since 1947.
- Barry, Franklin S., B.A.'31, M.A.'42, Syracuse Univ.; Acting Supt. of Sch., Irondequoit, N. Y., since 1945, and Supt. of Sch., Cortland, N. Y., since 1947.
- Bassett, Cecil A., Secy. and Mgr., of the Coop. Sch. Purchasers, Inc., Cazenovia, N. Y., since 1940.
- Battershall, (Mrs.) Minnie J., Elem. Sch. Prin., Schenectady, N. Y.
- *Besch, Norton Lewis, B.B.A.'38, Ed.M.'40, Boston Univ.; Ed.D.'48, Tchrs. Col., Cumbria Univ.; Assoc. Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1949.
- Bean, Berton B., Ph.B.'12, Alfred Univ.; M.A.'25, Columbia Univ.; Assoc. Supt. of Sch. for Elem. Educ., Buffalo, N. Y., since 1939.
- Beaumont, Florence S., B.S.'37, M.A.'39, New York Univ.; Assoc. Supt. of Sch., New York, N. Y., since 1955.
- Beck, Cameron, Lecturer, Voc. and Indus. Consultant, 2118 RKO Bldg., New York, N. Y.
- Beddow, William D., B.A.'21, Muhlenberg Col.; M.A.'53, Tchrs. Col., Columbia Univ.; Prin. of H.S., Hempstead, N. Y., since 1951.
- Beebe, B. F., B.S.'31, M.A.'56, Cornell Univ.; Supvg. Prin., Groton, N. Y., since 1953.
- Baecher, Dwight E., M.A.'25, Ed.D.'47, Syracuse Univ.; Coordinator of Research, Bd. of Educ., Buffalo, N. Y., since 1951.
- Beha, James A., B.S.'22, M.S.'29, St. Lawrence Univ.; Supt. of Sch., Frankfort, N. Y., since 1945.
- Belknap, Walter, Time, Inc., 9 Rockefeller Plaza, New York, N. Y.
- Ball, Robert E., A.B.'23, M.A.'26, Syracuse Univ.; Ph.D.'34, New York Univ.; Dist. Supt. of Sch., Chappaqua, N. Y., since 1942.
- Bellew, Paul J., B.S.'36, Hartwick Col.; M.A.'42, New York Univ.; Supvg. Prin. of Sch., West Islip, L. I., N. Y., since 1952.
- Bennett, Samuel R., M.S. in Ed.'41, Univ. of Rochester; Supvg. Prin. of Maryvale Sch., Cheektowags, N. Y., since 1951.
- Benton, Chauncey F., M.A.'48, New York Univ.; Prin., Plaza Sch., Baldwin, L. I., N. Y., since 1947.
- Bergerson, Carl I., B.S.'18, Hiram Col.; A.M.'27, Columbia Univ.; Supt. of Sch., Albion, N. Y., since 1925.
- Bernsth, Edward J., B.S.S.'26, M.S. in Ed.'30, City Col. of the City of N. Y.; J.D.'29, New York Univ.; Asst. Supt. of Sch., New York, N. Y., since 1948.
- Bible, Margaret K., 1517 Benson St., New York, N. Y.
- Blaglow, Kari W., B.A.'20, L.H.D.'38, Clark Univ.; Ph.D.'29, Harvard Univ.; LL.D.'41, Parsons Col.; Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1936.
- Bills, John E., A.B.'35, N. Y. State Col. for Tchrs., Albany; M.S. in Ed.'42, Cornell Univ.; Supvg. Prin., Moravia Central H. S., Moravia, N. Y., since 1949.
- Bleir, Mary M., Asst. Supt. of Sch., Staten Island, N. Y., since 1950.
- Bliss, D. Everett, A.B.'54, Union Col.; M.A.'44, Cornell Univ.; Dist. Supt. of Sch., Whitesboro, N. Y., since 1949.
- *Blom, Edward Charles, A.B.'11, Southeast Mo. State Tchrs. Col., Cape Girardeau; B.S. in Ed.'15, A.M.'17, Univ. of Mo.; Ph.D.'30, Columbia Univ.; Prof. of Mathematics and Physical Sci., State Tchrs. Col., Fredonia, N. Y., since 1946.
- Boardman, Walter S., Ed.D.'41, New York Univ.; Supt. of Sch., Oceanside, L. I., N. Y., since 1940.
- Bodley, George R., B.S.'07, Syracuse Univ.; Supt. of Sch., Fulton, N. Y., since 1922.
- Bogg, Ridgley M., B.S. in Ed.'40, Univ. of Conn.; M.B.A.'49, Harvard Grad Sch. of Admin.; Ed.D.'51, Tchrs. Col., Columbia Univ.; Asst. Supt. for Bus. Affairs, City Sch. Dist., Schenectady, N. Y., since 1951.
- Bookhout, Hamilton H., A.B.'27, Hamilton Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Supvg. Prin., Bethlehem Central Sch., Delmar, N. Y., since 1938.
- *Borgeson, F. C., A.B.'21, Univ. of Denver; M.A.'25, Tchrs. Col., Columbia Univ.; Ph.D.'27, Columbia Univ.; Prof. of Educ., New York Univ., New York, N. Y., since 1929.
- Bortner, Doyle M., A.B.'36, Gettysburg Col.; M.A.'37, Pa. State Col.; Ed.D.'50, Temple Univ.; Chmn., Dept. of Educ., Hofstra Col., Hempstead, N. Y., since 1952.
- Bradley, Allan P., M.A.'37, Syracuse Univ.; Dir., Genl. Elem. Div., New York State Col. for Tchrs., Buffalo, N. Y., since 1949.
- Bradley, Charles E., B.S.'36, M.S.'42, Syracuse Univ.; Prin., Pitcher-Hill Grade Sch., North Syracuse, N. Y., since 1950.
- Bradley, Lewis W., B.S.'24, St. Lawrence Univ.; Ed.M.'39, Univ. of Rochester, Supt. of Sch., Dansville, N. Y., since 1937.
- Bragin, Jeanette, M.S.'34, New York Univ.; Asst. Admin. Dir., New York City Sch., 110 Livingston St., Brooklyn, N. Y., since 1952.
- Brasted, F. Kenneth, A.B.'55, Univ. of Fla.; A.M.'38, Tchrs. Col., Columbia Univ.; Dir., Educ. Dept., Natl. Assn. of Manufacturers, New York, N. Y., since 1948.
- Brun, Julius C., B.S.'33, State Tchrs. Col., Buffalo, N. Y.; Ed.M.'57, Univ. of Buffalo; Supt. of Sch., Salamanca, N. Y., since 1946.
- Brayman, Merrill R., B.S. Ed.'30, Nebr. Wesleyan Univ.; M.A. in Ed. Admin.'34, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Central Sch., Chittenango, N. Y., since 1948.
- Bretsch, Glenn E., B.S.'25, M.A.'33, Cornell Univ.; Supvg. Prin., Colonie Central Sch., Albany, N. Y., since 1949.
- Brickell, Henry Mitchell, B.S. in Ed.'47, Ohio State Univ.; M.A.'51, Univ. of Chicago; M.A.'53, Ed.D.'53, Tchrs. Col., Columbia Univ.; Research Assoc., Tchrs. Col., Columbia Univ., New York, N. Y., since 1953.
- Bristow, William H., B.S.'20, Central Mo. State Tchrs. Col., Warrensburg; A.M.'22, Ed.D.'36, Tchrs. Col., Columbia Univ.; Dir., Bureau of Curriculum, Bd. of Educ., City of New York, Brooklyn, N. Y., since 1940.

- Densmore, David W., B.S. in Ed.'28, Univ. of Rochester; A.M.'35, Cornell Univ.; Asst. Supt. of Sch., Rochester, N. Y., since 1940.
- de Shaw, Elton R., B.Arch.'22, Syracuse Univ.; Partner, Shirley and de Shaw, New York, N. Y., since 1946.
- Dietrich, Grace L., B.S. in Ed.'37, N. Y. State Col. for Tchrs., Albany; M.S. in Ed.'45, Syracuse Univ.; Supvg. Prin. of Menands Sch., Albany, N. Y., since 1945.
- Dight, Thomas E., B.A.'38, B.L.S.'46, Syracuse Univ.; M.A.'48, Tchrs. Col., Columbia Univ.; Supvg. Prin., Pub. Sch., Highland Falls, N. Y., since 1952.
- Dingman, Erwin, A.B.'33, Mich. State Tchrs. Col., Ypsilanti; M.A.'38, Univ. of Mich.; Ph.D.'49, New York Univ.; Coordinator of Personnel, Bd. of Educ., Buffalo, N. Y., since 1951.
- Dinkelmeyer, John G., M.A.'47, New York Univ.; Prin. of Sch. Dist., North Bellmore, N. Y., since 1953.
- Dixon, James L., A.B.'22, A.M.'24, Ed.M.'31, Ed.D.'44, Rutgers Univ.; Headmaster, Kew Forest Sch., Forest Hills, N. Y., since 1941.
- Dodd, John W., B.S.'20, A.M.'22, Tchrs. Col., Columbia Univ.; Ph.D.'35, New York Univ.; Supt. of Sch., Freeport, N. Y., since 1925.
- Dodd, Lawrence V., B.S.'30, Susquehanna Univ.; M.A.'37, Tchrs. Col., Columbia Univ.; Supt. of Sch., Lawrence, N. Y., since 1934.
- *Dodge, Harrison S., B.S. and Pd.B.'15, Syracuse Univ.; M.A.'30, Columbia Univ.; Supt. of Sch., Hornell, N. Y., since 1919.
- Dodge, W. Parker, Member of Bd., Castleton-On-Hudson, N. Y.
- Donahue, Terence C., A.B.'28, Univ. of Notre Dame; M.A.'36, Ohio State Univ.; Ed.D.'39, Tchrs. Col., Columbia Univ.; Supt., Eastchester Sch. Dist. 1, Tuckahoe, N. Y., since 1946.
- Donati, Edward P., M.A.'42, Tchrs. Col., Columbia Univ.; Admin. Asst., Sch. Dist. 16, Elmont, N. Y., since 1947.
- Donnan, E. Craig, B.S.'23, Colgate Univ.; M.S.'45, Cornell Univ.; Dist. Supt., Tompkins Co. Sch., Newfield, N. Y., since 1931.
- Donohue, Francis J., A.B.'34, M.A.'36, Fordham Univ.; Ph.D.'44, Univ. of Mich.; Prof. of Educ., St. Bonaventure Univ., St. Bonaventure, N. Y., since 1953.
- Dooley, John F., A.B.'48, M.A.'49, Col. for Tchrs. at Albany (N. Y.); Doctoral Student and Research Asst., Metropolitan Sch. Study Council, Tchrs. Col., Columbia Univ., New York, N. Y., since 1952.
- Driver, Chester S., A.B.'33, Houghton Col.; M.S.'43, Cornell Univ.; Supvg. Prin. of Sch., Mircellus, N. Y., since 1935.
- Ducker, Henry Carsten, B.S.'32, M.A.'34, Ed.D.'45, New York Univ.; Supt. of Sch., Baldwin, N. Y., since 1945.
- Dugan, Howard F., Vicepres., Hotels Statler Co., Inc., Hotel Statler, New York, N. Y.
- Dunn, Donald W., B.S.'33, Univ. of N. H.; M.Ed.'40, Boston Univ.; Supt. of Sch., Malone, N. Y., since 1950.
- Dunsmoor, Clarence C., D.S.'22, State Univ. of Iowa; Ed.M.'34, Ed.D.'35, Harvard Univ.; Dir., Bd. of Coop. Educ. Serv., First Supvy. Dist., Westchester Co., South Salem, N. Y.
- Dyer, Everett R., M.A.'38, Univ. of Rochester; Exec. Secy., N. Y. State Sch. Bds. Assn., Albany, N. Y., since 1948.
- Eby, Harry K., A.B.'23, Muskingum Col.; Natl. Dir. of Sch. Relationships, Boy Scouts of America, New York, N. Y., since 1947.
- Eddy, Paul Dawson, A.B.'21, A.M.'24, Univ. of Pa.; B.D.'24, Crozer Theol. Sem.; LL.D.'44, Adelphi Col.; Pres., Adelphi Col., Garden City, L. I., N. Y., since 1937.
- Edinger, Paul J., M.A.'34, Syracuse Univ.; Supvg. Prin. of Central Sch., North Rose, N. Y., since 1941.
- Edinger, Ward I., Ed.D.'52, Syracuse Univ.; Dist. Prin., DeWitt-Jamesville Central Sch. Dist., DeWitt, N. Y., since 1951.
- Egdo, M. F., B.S.'33, Northwest Mo. State Col.; M.S.'39, Univ. of Ill.; Supt. of Sch., Garden City, N. Y., since 1952.
- Ehrenfeld, Abraham, B.A.'10, M.S.'23, City Col. of the City of N. Y.; Ph.D.'35, N. Y. Univ.; Asst. Supt. of Sch., New York, N. Y., since 1947.
- Eldred, Arvie, A.B.'05, A.M.'21, Williams Col.; Pd.D.'25, N. Y. State Col. for Tchrs.; Exec. Secy., N. Y. State Tchrs. Assn., Albany, N. Y., 1930-51 (retired). Address: 26 South Lake Ave., Troy, N. Y.
- Elliott, Lloyd H., M.A.'39, W. Va. Univ.; Ed.D.'48, Univ. of Colo.; Assoc. Prof. of Educ., Cornell Univ., Ithaca, N. Y., since 1948.
- Elsbree, Willard S., Ph.D.'28, Tchrs. Col., Columbia Univ.; Prof. of Educ., and Exec. Officer, Inst. of Field Studies, Tchrs. Col., Columbia Univ., New York, N. Y., since 1928.
- Emerson, Lynn A., E.E.'11, Univ. of Minn.; Ph.D.'32, New York Univ.; Prof. of Indus. and Labor Relations, Cornell Univ., Ithaca, N. Y., since 1946.
- *Engelhardt, N. L., A.B.'03, Yale Univ.; Ph.D.'18, Columbia Univ.; Pres., American Assn. of Sch. Admin., 1944-45; Honorary Life Member, American Assn. of Sch. Admin.; Educ. Consultant, Engelhardt, Engelhardt and Leggett, New York, N. Y., since 1947.
- Engelhardt, N. L., Jr., B.S.'29, Yale Univ.; M.A.'37, Ph.D.'39, Tchrs. Col., Columbia Univ.; Educ. Consultant, Engelhardt, Engelhardt and Leggett, New York, N. Y., since 1947.
- Epting, Roy W., B.S.'27, Colgate Univ.; M.A.'33, Columbia Univ.; Supvg. Prin. of Sch., Warwick, N. Y., since 1938.
- Essert, Paul L., B.A.'22, Univ. of Wyo.; M.A.'30, Colo. State Col. of Educ., Greeley; Ed.D.'41, Tchrs. Col., Columbia Univ.; Prof. of Educ., and Exec. Officer, Inst. of Adult Educ., Columbia Univ., New York, N. Y., since 1947.
- Essex, Don L., A.D.'17, M.A.'25, Ind. Univ.; Ph.D.'30, Tchrs. Col., Columbia Univ.; Dir., Sch. Bldgs. and Grounds Div., State Educ. Dept., Albany, N. Y., since 1942.
- Euvrard, Louis E., B.S.'29, M.A.'33, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Tuxedo Park, N. Y., since 1944.
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- Colton, Merrill L., Diploma '34, Potsdam State Normal Sch. (N. Y.); B.S. in Ed.'38, N. Y. State Tchrs. Col., Albany; M.S. in Ed.'46, Syracuse Univ.; Supvg. Prin. of Union Free Sch. Dist. 5, New Hyde Park, N. Y., since 1951.
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- Cornell, Ethel L., A.B.'14, Cornell Univ.; Ph.D.'19, Columbia Univ.; Educ. Research Div., State Educ. Dept., Albany, N. Y., since 1920.
- Cosman, Charles B., B.S.'32, St. Lawrence Univ.; M.S.'38, Syracuse Univ.; Supvg. Prin., H. S. 1, Islip, N. Y., since 1947.
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- Cousins, Anthony Frank, A.B.'29, N. Y. State Col. for Tchrs., Albany; M.Ed.'41, St. Lawrence Univ.; Prin. of Central Sch., Crown Point, N. Y., since 1943.
- Cowan, Charles Thomas, B.S.'31, New York Univ.; M.A.'37, Ed.D.'51, Tchrs. Col., Columbia Univ.; Supt. of Sch., Saranac Lake, N. Y., since 1947.
- *Coxe, Warren W., B.Sc.'11, Dakota Wesleyan Univ.; Ph.D.'23, Ohio State Univ.; Dir., Div. of Research, State Educ. Dept., Albany, N. Y., since 1923.
- Craig, Gerald S., A.B.'15, Baylor Univ.; M.A.'17, Ph.D.'27, Columbia Univ.; Prof. of Natural Sciences, Tchrs. Col., Columbia Univ., New York, N. Y., since 1934.
- Craig, Marjorie L., A.B.'34, Smith Col.; M.A.'35, Tchrs. Col., Columbia Univ.; Dir., Sch. Health Bureau, Health and Welfare Div., Metropolitan Life Ins. Co., New York, N. Y., since 1947.
- Criat, Amy Bull, B.S.'39, M.A.'40, New York Univ.; Dist. Supt. of Sch., Montgomery, Orange Co., N. Y., since 1940.
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- Cross, A. J. Foy, A.B.'27, B.F.A.'30, B.S.'30, Nebr. State Tchrs. Col., Wayne; M.A.'31, Ph.D.'36, Univ. of Nebr.; Dir. of Placement Serv., and Prof. of Educ., New York Univ., New York, N. Y., since 1949.
- Crow, Lester D., Ph.D.'27, N. Y. Univ.; Assoc. Prof. of Educ., Brooklyn Col., Brooklyn, N. Y.
- Crowley, Arthur J., Diploma '13, State Tchrs. Col., Potsdam, N. Y.; Dir., Educ. Staff, *The Reader's Digest*, Pleasantville, N. Y., since 1940.
- Crumb, Henry, A.B.'33, Hamilton Col.; A.M.'37, Syracuse Univ.; Dist. Prin., Camillus, N. Y., since 1951.
- Cummings, John A., B.A.'34, St. Mary's Univ., Baltimore, Md.; Asst. Dir., Bureau of Attendance, New York City Bd. of Ed., 110 Livingston St., Brooklyn, N. Y., since 1951.
- Cushman, Edward V., A.B.'22, M.A.'37, Cornell Univ.; Supt. of Sch., Ameterdam, N. Y., since 1943.
- *Cyr, Frank W., B.Sc.'23, Univ. of Nebr.; Ph.D.'33, Columbia Univ.; Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1930.
- Dailey, C. Alton, A.B.'45, Seattle Pacific Col.; Bus. Mgr., Roberts Wesleyan Col., North Chili, N. Y., since 1945.
- Daly, Francis J., B.S. in Ed.'41, Ed.M.'43, Boston Univ.; Ed.D.'47, Harvard Univ.; Dir. of Pupil Personnel Serv., State Dept. of Educ., Albany, N.Y., since 1951.
- *Dann, George J., A.B.'96, A.M.'99, Union Col.; Ph.D.'14, N.Y. Univ. Address: 2 Watkins Ave., Oneonta, N.Y.
- Davey, Harold, M.A.'33, N. Y. State Col. for Tchrs., Albany; Supt. of Sch., Pleasantville, N. Y., since 1947.
- *Davies, Daniel R., A.B.'33, Harvard Univ.; M.A.'43, Bucknell Univ.; Ed.D.'46, Columbia Univ.; Prof. of Educ. and Coordinator, Coop. Project in Educ. Admin., Tchrs. Col., Columbia Univ., New York, N. Y., since 1950.
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- *Davis, Ron W., B.A.'47, Reed Col.; M.A.'48, Ed.D.'52, Tchrs. Col., Columbia Univ.; Chmn., Laboratory Practice Development, Citizenship Educ. Project, Tchrs. Col., Columbia Univ., New York, N. Y., since 1952.
- Davis, W. Cecil, B.S.'26, M.S.'27, Ed.D.'46, St. Bonaventure Univ.; Supt. of City Sch., Olean, N. Y., since 1951.
- Decl, F. Theodore, B.S.'28, Hobart Col.; Ed.M.'37, Univ. of Rochester; Supvg. Prin., Palmyra, N. Y., since 1950.
- Deiseroth, John, A.B.'31, Colgate Univ.; M.A.'38, Col. for Tchrs. at Albany; Supvg. Prin. of Central Sch., Canajoharie, N. Y., since 1949.

- Gatje, George H., Ch.E.'21, Rensselaer Polytech. Inst.; M.A.'24, Ed.D.'41. Columbia Univ.; Supt. of Sch., Bay Shore, N. Y., since 1939.
- Gewirtz, Max, B.A.'13, City Col. of the City of New York; Asst. Supt., New York City Sch., Pub. Sch. 11, Queens, Woodside, N. Y.
- Gillies, Harry W., B.S. Com.'37, M.A. Pol. Sc.'47, Northwestern Univ.; Archt., Perkins & Will, White Plains, N. Y., since 1950.
- Godshall, William Vernon, B.S.'34, M.S.'42, Pa. State Col.; Regional Rep., Citizenship Educ. Project (Tchrs. Col., Columbia Univ.), Buffalo, N. Y., since 1951.
- Goff, Howard L., A.B.'28, N. Y. State Col. for Tchrs., Albany; M.A.'33, Columbia Univ.; Supvg. Prin. of Sch., East Greenbush, N. Y., since 1947.
- Goldwasser, David, Asst. Supt., Div. of Housing, New York City Sch., Brooklyn, N. Y.
- Good, Harry I., B.C.S.'20, New York Univ.; B.S.'27, M.A.'31, Univ. of Buffalo; Deputy Supt. of Sch., Buffalo, N. Y., since 1937.
- Goold, G. Howard, B.S.'39, Hobart Col.; M.A.'37, Cornell Univ.; Exec. Secy., New York State Tchrs. Assn., Albany, N. Y., since 1951.
- Gould, Henry M., A.B.'12, City Col. of the City of New York; M.A.'27, Columbia Univ.; Ph.D.'42, New York Univ.; Prin., Winthrop Jr. H. S., Brooklyn, N. Y., since 1942.
- Grace, Alonzo G., A.B.'17, A.M.'20, Univ. of Minn.; Ph.D.'32, Western Reserve Univ.; Sc.D.'46, Boston Univ.; L.H.D.'51, Springfield Col.; Assoc. Dean and Prof. of Educ., Sch. of Educ., New York Univ., New York, N. Y., since 1951.
- Grafflin, Douglas G., B.A.'31, Ohio Univ.; M.A.'33, New York Univ.; Dist. Prin., Pub. Sch., Chappaqua, N. Y., since 1942.
- Gragg, William L., B.S.'39, Ind. Univ.; Ph.D.'49, Cornell Univ.; Supt. of Sch., Ithaca, N. Y., since 1951.
- *Graves, Frank Pierrepont, A.M.'90, A.M.'91, Columbia Univ.; Ph.D.'92, Boston Univ.; Litt.D.'97, Heidelberg Col.; LL.D.'97, Hanover Col.; Ph.D.'12, Columbia Univ.; LL.D.'20, Oberlin Col.; L.H.D.'21, Tufts Col.; L.H.D.'22, Colgate Univ.; LL.D.'22, Hobart Col.; LL.D.'22, Hamilton Col.; LL.D.'23, Univ. of Rochester; LL.D.'26, Union Univ.; LL.D.'28, Alfred Univ.; LL.D.'29, Col. of William and Mary; LL.D.'29, Columbia Univ.; LL.D.'30, Univ. of Mo.; LL.D.'30, Syracuse Univ.; LL.D.'30, Juniata Col.; LL.D.'31, Niagara Univ.; LL.D.'33, Ohio Univ.; LL.D.'33, Fordham Univ.; Litt.D.'35, Canisius Col.; LL.D.'35, St. Bonaventure's Col.; LL.D.'36, Manhattan Col.; LL.D.'37, Univ. of Wyo.; D.C.L.'38, Ursinus Col.; LL.D.'38, George Washington Univ.; LL.D.'38, Houghton Col.; LL.D.'38, Bucknell Univ.; LL.D.'39, Wash. Col.; LL.D.'39, Boston Univ.; LL.D.'39, Western Reserve Univ.; LL.D.'39, Miami Univ.; J.U.D.'40, Univ. of Pa.; LL.D.'40, Bethany Col.; D.C.L.'40, Univ. of the South; LL.D.'40, St. John's Univ.; L.H.D.'40, Yeshiva Col.; LL.D.'40, Univ. of the State of New York; Honorary Life Member, American Assn. of Sch. Admin.; Pres., Univ. of the State of New York and State Comm. of Educ., Albany, N. Y., 1921-1940. Address: 303 Woodlawn Ave., Albany, N. Y.
- Graybill, Henry J., A.B.'19, A.M.'20, Franklin and Marshall Col.; A.M.'22, Columbia Univ.; Prin., Albert Leonard Jr. H. S., New Rochelle, N. Y., since 1930.
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- Greenbaum, Rabbi Bernard, Prin. of Yeshiva of Spring Valley, Spring Valley, N. Y.
- Greenberg, Benjamin B., A.B.'06, City Col. of the City of N. Y.; M.A.'12, New York Univ.; Ed.D.'38, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., New York, N. Y., since 1931.
- Greenberg, Jacob, Ph.D.'36, New York Univ.; Deputy Supt. of New York City Sch., Brooklyn, N. Y., since 1953.
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- Haessig, William B., B.E.'42, N. Y. State Tchrs. Col., Oswego; M.S. in Ed.'48, Syracuse Univ.; Supvg. Prin., The Hills Sch., Huntington, N. Y., since 1949.
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- Hager, Harold V., A.B.'26, Colgate Univ.; M.A.'35, Syracuse Univ.; LL.D.'45, Hartwick Col.; Supt. of Sch., Oneonta, N. Y., since 1945.
- Hager, Horace M., A.B.'31, Union Col.; M.A.'46, New York Univ.; Dir. of Elem. Educ., Pub. Sch., Amsterdam, N. Y., since 1947.
- Hall, Jamea Alonzo, A.B.'28, Ed.D.'48, Univ. of Denver; M.A.'32, Tchrs. Col., Columbia Univ.; Supt. of Sch., Port Washington, L. I., N. Y., since 1953.
- Hammond, Maurice S., B.S.'29, St. Lawrence Univ.; M.A.'33, Tchrs. Col., Columbia Univ.; Ed.D.'39, New York Univ.; Supt. of Sch., North Syracuse, N. Y., since 1950.
- Handel, Elmer E., B.S. in Ed.'36, N. Y. State Tchrs. Col., Buffalo; Prin. of the Dist., Central Sch., Orchard Park, N. Y., since 1947.

- Evans, Sheldon J., B.A.'40, Union Col.; M.B.A.'51, Columbia Univ.; D.Ed.'53, Tchrs. Col., Columbia Univ.; Bus. Mgr., Pub. Sch., Mamaroneck, N. Y., since 1953
- Eveneden, Edward S., Diploma '03, Oregon Normal Sch., Monmouth, Oregon; A.B.'10, A.M.'11, Stanford Univ., Ph.D.'19, Columbia Univ.; Prof. of Educ. and Exec. Officer of Advanced Sch. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1919
- Ewing, Farmer L., B.S.'30, M.S.'34, Univ. of Ill., Ed.D.'50, N. Y. Univ.; Supt. of Sch., Buffalo, N. Y., since 1953
- Fawcough, W. W., A.B., Bowdoin Col.; A.M., Univ. of Berlin and Columbia Univ.; Supt. of Sch., Pelham, N. Y., since 1945.
- Farron, Anthony T., A.B.'37, Lafayette Col.; M.A.'52, New York Univ.; Supvg. Prin., H. S., Maybrook, N. Y., since 1952.
- Faust, Edwin C., B.A.'46, St. Francis Col. (Pa.), M.A.'50, Fordham Univ.; Supvg. Prin., Copiague Union Sch., Copiague, N. Y., since 1949
- *Felix, Allen O., B.A.'39, Univ. of Colo.; M.A.'48, Ed.D.'50, Tchrs. Col., Columbia Univ.; Asst. Prof. and Research Assoc., Citizenship Educ. Project, Tchrs. Col., Columbia Univ., New York, N. Y.
- Fennell, Edward O., M.S. in Ed.'49, Bucknell Univ.; Ed.D.'53, Cornell Univ.; Supvg. Prin. of Central Sch., Newfield, N. Y., since 1953.
- Ferguson, Harold S., B.S.'26, Col. for Tchrs. at Albany (N. Y.); M.A.'39, N. Y. Univ.; Prin., Island Trees Memorial Sch., Levittown, N. Y., since 1953.
- Fern, Georgia H., B.S.'29, Texas A. and M. Col., Assoc. Dir., Educ. Dept., Natl. Assn. of Mfrs., New York, N. Y., since 1949.
- Fests, Felix V., M.A.'31, Columbia Univ.; Supvg. Prin., Clarkstown Central Sch., Congress, N. Y., since 1949.
- Field, Charles H., B.S.'29, Alfred Univ.; M.A.'38, N. Y. State Col. for Tchrs., Albany, Supt. of Sch., Watford, N. Y., since 1939
- Fields, Ralph R., A.B.'29, Univ. of Ariz.; M.A.'34, Ed.D.'40, Stanford Univ.; Prof. of Educ. and Dir., Div. of Instr., Tchrs. Col., Columbia Univ., New York, N. Y., since 1948.
- Fisher, Edwin L., B.S.'25, Hobart Col.; M.A.'37, Columbia Univ.; Supvg. Prin. of Central Sch., Penfield, N. Y., since 1934.
- Fisk, Robert S., B.A.'35, Grinnell Col.; M.A.'40, Univ. of Minn., Ed.D.'43, Tchrs. Col., Columbia Univ., Dean, Sch. of Educ., Univ. of Buffalo, Buffalo, N. Y., since 1953.
- *Fitzgerald, James A., A.B.'15, A.M.'24, Univ. of S. Dak.; Ph.D.'31, State Univ. of Iowa; Prof. of Educ., Fordham Univ., New York, N. Y., since 1939.
- Fletcher, Ervin R., A.B.'27, Hamilton Col.; M.A.'34, Tchrs. Col., Columbia Univ.; Supt. of Sch., Port Jervis, N. Y., since 1946
- Fletcher, (Mrs.) Eudora, M.A.'26, Fordham Univ., Prin., Pub. Sch. 99, Brooklyn, N. Y., since 1931.
- Forbes, Harold W., B.S. in M.E.'33, Clarkson Col. of Tech., M.S.'41, N. Y. State Col. for Tchrs., Albany; Supvg. Prin., Whitesboro Central Sch., Whitesboro, N. Y., since 1948.
- Ford, Prentice C., B.A.'27, Univ. of Mich.; Vicepres., The American School Publishing Corp., New York, N. Y., since 1928.
- Forester, John J., B.S.'25, Washington Univ.; M.A.'28, Colo. State Col. of Educ.; Ph.D.'33, New York Univ.; Supvg. Prin., Pub. Sch., Uniondale, N. Y., since 1951.
- Fox, Jesse G., A.B.'04, City Col. of the City of N. Y.; Asst. Supt., New York City Sch., Brooklyn, N. Y., since 1944.
- Frasure, Kenneth Jones, B.Ed.'37, Southern Ill. Univ.; M.A.'40, Ed.M.'45, Ed.D.'48, Univ. of Ill.; Prof. of Educ., N. Y. State Col. for Tchrs., Albany, N. Y., since 1948.
- Frazer, Minnie S., Prin., Roseton Sch., Roseton, N. Y., since 1923.
- Freeborn, Malcolm J., B.Arch.'30, M.S. in Ed.'47, Cornell Univ.; Dir. of Educ., George Junior Republic Assn., Inc., and Prin., Hunt Memorial Sch., Freeville, N. Y., since 1946.
- French, Will, A.B.'12, Univ. of Kansas; A.M.'22, Ph.D.'33, Tchrs. Col., Columbia Univ.; Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1937.
- Fretwell, Elbert K., Jr., A.B.'44, Wesleyan Univ.; A.M.'48, Harvard Univ.; Ph.D.'53, Columbia Univ.; Asst. Prof., Tchrs. Col., Columbia Univ., New York, N. Y., since 1953.
- Friedrichs, Donald Edwin, A.B.'43, Antioch Col.; M.Ed.'48, Univ. of Vt.; Ed.D.'53, Tchrs. Col., Columbia Univ.; Prin. of Scotia Jr. H. S., Scotia, N. Y., since 1953.
- Fuller, Cecil W., B.S.'35, M.A.'41, New York Univ.; Supvg. Prin. of Sch., Saaford, N. Y., since 1939.
- Fuller, Delbert O., Ph.B.'20, Brown Univ.; M.A.'33, Columbia Univ.; Supt., Pub. Sch. of the Tarrytowns, Tarrytown, N. Y., since 1952.
- Fundis, Fred P., A.B.'40, New York State Col. for Tchrs., Albany; M.S.'46, Cornell Univ.; Prin., Central Sch., Skaneateles, N. Y., since 1945.
- Funk, Howard V., B.S.'23, Univ. of Wis.; Supt. of Sch., Bronxville, N. Y., since 1946.
- Furlong, F. R., B.S.'33, M.A.'35, St. Lawrence Univ.; Supvg. Prin., Pub. Sch., Sea Cliff, N. Y., since 1941.
- Gaffney, Matthew Watson, A.B.'35, Hobart Col.; M.A.'41, Univ. of Rochester; Supt. of Sch., LaRoy, N. Y., since 1946.
- *Gage, Snyder J., B.A.'99, Union Col.; Ph.B.'01, N. Y. State Tchrs. Col., Albany; Supt. of Sch., Newburgh, N. Y., 1938-53 (retired).
- Gallagher, Lawrence H., A.B.'38, Yale Univ.; M.A.'45, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., East Islip, N. Y., since 1952.
- Gans, Leo, B.B.A.'32, Univ. of Minn.; M.A.'36, Ed.D.'41, Tchrs. Col., Columbia Univ.; Editor, H. S. Div., American Bk. Co., New York, N. Y., since 1953.
- Garthe, Edith L., A.B.'26, Russell Sage Col.; M.A.'30, Columbia Univ.; Assoc. Editor, N. Y. State Educ. Assn., Albany, N. Y., since 1949.
- Gates, Arthur I., A.B.'14, M.A.'15, Univ. of Calif.; Ph.D.'17, Columbia Univ.; Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1917.

- Horn, Francis H., A.B.'30, Dartmouth Col.; M.A.'34, Univ. of Va.; M.A.'42, Ph.D.'49, Yale Univ.; Pres., Pratt Inst., Brooklyn, N. Y., since 1953.
- Horsman, Louis C., Prin. of H. S., Port Jervis, N. Y.
- Horton, Joseph S., M.A.'39, Albany State Col.; Supt. of Sch., Little Falls, N. Y., since 1951.
- Hossfield, George L., Dir., Tchrs. Advisory Serv., Underwood Corp., New York, N. Y., since 1914.
- Hostler, Amy M., B.S.'30, M.A.'34, Western Reserve Univ.; Pres., Mills Col. of Educ., New York, N. Y., since 1941.
- Houseman, W. Lynn, B.S.'08, Colgate Univ.; M.A.'21, Tchrs. Col., Columbia Univ.; Supt. of Sch., Geneva, N. Y., since 1926.
- Huebner, Robert H., Pres., Long Island Institutional Equipment Co., Mineola, N. Y.
- Hufzger, Otto C., B.S. in E.E.'46, Iowa State Col. of A. and M.; B.S. in Ed.'50, Univ. of Dayton; Ed.M.'52, Miami Univ.; Graduate Student and Asst. Inst. of Field Studies, Tchrs. Col., Columbia Univ., New York, N. Y. Address: 509 W. 121 St., New York, N. Y.
- Huggard, Ethel F., M.S. in Ed.'29, City Col. of the City of New York; Assoc. Supt. of New York City Sch., Elem. Div., 110 Livingston St., Brooklyn, N. Y., since 1941.
- Hughson, Arthur, A.B.'16, City Col. of the City of New York; A.M.'18, Columbia Univ.; Asst. Supt. of Sch., Brooklyn, N. Y., since 1948.
- Irvine, William Lloyd, A.B.'42, M.Ed.'47, Univ. of Maine; Ph.D.'52, Cornell Univ.; Admin. Asst. to Supt. of Sch., and Intern Prof., Cornell Univ., Ithaca, N. Y., since 1952.
- Israel, E. Philip, B.A.'32, Univ. of Buffalo; Diplôme d'études Françaises'33, Univ. of Grenoble, France; M.A.'49, Tchrs. Col., Columbia Univ.; Educ. Dir., Hudson County Sch., New Rochelle, N. Y., since 1937.
- Jallade, L. E., 597 5th Ave., New York, N. Y.
- Jammer, George F., B.S.'19, Bucknell Univ.; M.A.'26, Columbia Univ.; Supt. of Sch., Lockport, N. Y., since 1943.
- Jansen, William, B.S.'08, M.A.'13, Ed.D.'40, Tchrs. Col., Columbia Univ.; LL.D.'47, Union Col.; LL.D.'48, Gettysburg Col.; Supt. of New York City Sch., Brooklyn, N. Y., since 1947.
- Jansson, John P., B.Arch.'47, Pratt Inst.; A.I.A.'49; Archt., Ketchum, Gina and Sharp, New York, N. Y., since 1952.
- Jean, Sally Lucas, A.M.'24, Bates Col.; Health Educ. Consultant, The Natl. Found. for Infantile Paralysis, New York, N. Y., since 1943.
- Jennings, Harold M., A.B.'13, M.A.'15, Cornell Univ.; Supt. of Sch., Mt. Kisco, N. Y., since 1920.
- Jensen, Louis B., B.S.'36, A.M.'37, Boston Univ.; Bus. Mgr., Horace Mann Sch., New York, N. Y., since 1952.
- Jensen, Richard A., A.B.'28, N. Y. State Col. for Tchrs., Albany; M.A.'38, Cornell Univ.; Supt. of Sch., North Tonawanda, N. Y., since 1946.
- Johnson, F. Wright, B.S.'35, M.S. in Ed. Admin.'46, Syracuse Univ.; Supvg. Prin. of Valley Central Sch., Sauquoit, N. Y., since 1951.
- Johnson, Herbert F., B.S.'30, Univ. of Minn.; M.A.'34, Tchrs. Col., Columbia Univ.; Supt. of Sch., Rockville Centre, N. Y., since 1952.
- Jones, Evan E., A.B.'16, Hamilton Col., Clinton, N. Y.; M.A.'25, Tchrs. Col., Columbia Univ.; Supt. of Sch., Port Chester, N. Y., since 1934.
- Jones, J. Wilbert, M.S.'38, Syracuse Univ.; Supt. of Sch., Southampton, N. Y., since 1949.
- Jones, Willard T., A.B.'25, M.A.'30, Syracuse Univ.; Ed.D.'42, Tchrs. Col., Columbia Univ.; Supt. of Sch., Ballston Spa, N. Y., since 1933.
- Jones, William, M.A.'40, N. Y. State Tchrs. Col., Albany; Supvg. Prin. of Sch., Roscoe, N. Y., since 1945.
- Joslyn, William F., A.B.'34, Houghton Col.; Ed.M.'45, St. Bonaventure Univ.; Supt. Central Sch. Dist., Penn Yan, N. Y., since 1952.
- Joyce, Leo A., B.S.'23, M.Ed.'41, Canisius Col.; Supt. of Sch., Lackawanna, N. Y., since 1941.
- Juckett, Edwin A., A.B.'25, M.A.'35, N. Y. State Tchrs. Col., Albany; Supvg. Prin. of Sch., Hyde Park, N. Y., since 1939.
- Kaemmerlen, John T., A.B.'16, A.M.'17, New York Univ.; Supt. of Sch., Hudson, N. Y., since 1938.
- Kane, Victor G., Member, Bd. of Educ., New Hyde Park, N. Y.
- Kauffman, Treva E., B.S.'11, Ohio State Univ.; M.A.'31, Columbia Univ.; State Supvr. of Home Economics Educ., State Educ. Dept., Albany, N. Y., since 1921.
- Keating, J. Walter, B.Ed.'40, N. Y. State Tchrs. Col., Brockport; M.S.'50, Cornell Univ.; Central Sch., Gorham, N. Y.
- Keating, Norine B., M.A.'29, N. Y. State Col. for Tchrs., Albany; Supt. of Sch., Green Island, N. Y., since 1936.
- Keeler, Donald S., A.B.'33, Colgate Univ.; M.A.'38, Columbia Univ.; Supt. of Sch., Perry, N. Y., since 1946.
- Kelther, Alice Virginia, B.S.'28, M.A.'29, Ph.D.'30, Tchrs. Col., Columbia Univ.; Prof. of Educ., New York Univ., New York, N. Y., since 1945.
- Kelley, Norman R., B.S.'30, Syracuse Univ.; Ed.M.'40, Univ. of Rochester; Supt. of Sch., Newark, N. Y., since 1947.
- Kelsey, R. Willfred, B.S.'33, Haverford Col.; Dir., Educ. Div., Inst. of Life Insurance, New York, N. Y., since 1940.
- Kennedy, Mary A., B.S.'26, M.A.'34, New York Univ.; Asst. Supt. of Sch., Jr. H. S. Div., 110 Livingston St., Brooklyn, N. Y., since 1936.
- Kerlin, Oscar F., B.S.'21, Univ. of Mich.; M.S.'26, Syracuse Univ.; Supt. of Sch., Elmira, N. Y., since 1938.
- Kimball, Reginald Stevens, A.B.'21, A.M.'22, Brown Univ.; Ed.M.'29, Harvard Univ.; Ed.D.'41, New York Univ.; Dir., Civil Serv. Inst., Brooklyn, N. Y., since 1943.
- Kimm, Willard L., A.B.'15, Columbia Univ.; H. S. and Col. Dept., Ginn and Co., New York, N. Y.

NEW YORK

- Hanson, Abel A., B.Ed.'30, Ill. State Normal Univ., Normal; M.S.'35, Univ. of Ill.; D.Ed.'41, Columbia Univ.; Genl. Secy., Tchra. Col., Columbia Univ., New York, N. Y., since 1948.
- Hardy, H. Claude, A.B.'11, Wesleyan Univ.; M.A.'21, Univ. of Rochester; M.A.'23, Syracuse Univ.; Ph.D.'31, New York Univ.; Dir. of Pub. Relations, Hartwick Col., Oneonta, N. Y.
- Hare, Dudley, M.A. in Admin.'38, Tchrs. Col., Columbia Univ.; Supt. of Pub. Sch., Ossining, N. Y., since 1953.
- Harney, Thomas E., B.Ed.'27, State Tchrs. Col., Superior, Wis.; M.A.'29, Univ. of Notre Dame; Supt. of Sch., Dunkirk, N. Y., since 1942.
- Harris, Harold, B.S.'23, City Col. of the City of N. Y.; M.A.'33, Columbia Univ.; Head of The Augustus Rapelye Sch., Mass-peth, N. Y., since 1945.
- Hartstein, Jacob I., B.A.'32, Yeshiva Col.; M.S.'33, City Col. of the City of New York; M.A.'36, Columbia Univ.; Ph.D.'45, New York Univ.; Prof. of Educ. and Dean, Grad. Sch., Yeshiva Univ., since 1944; Prof. and Head, Educ. and Psych., since 1945 and Chairman, Grad. Div., Long Island Univ., Brooklyn, N. Y., since 1950.
- *Hartwell, Ernest C., B.A.'05, Albion Col.; M.A.'10, Univ. of Mich.; Pd.D.'28, N. Y. State Col. for Tchrs., Albany; D.Ed.'30, Albion Col.; Pres., Dept. of Superintendence, 1918-19; Honorary Life Member, American Assn. of Sch. Admin. Address: Box 29, Brockport, N. Y.
- Hasseltine, Erwin K., B.S.'27, Middleburg Col.; M.A.'38, New York Univ.; Supvg. Prin., Katonah, N. Y., since 1944.
- Hausner, Harold S., B.S.'39, Ithaca Col.; Dist. Supt. of Sch., Mohawk, N. Y., since 1936.
- Hawley, Robert G., Col. Dept., Harper & Brother, 49 E. 33rd St., New York, N. Y.
- Haynes, Andrew Francis, A.B.'30, Univ. of Rochester; M.A.'36, N. Y. Univ.; Supvg. Prin. of Sch., Fillmore, N. Y., since 1936.
- Heiman, Vernon W., A.B.'29, Alfred Univ.; Dist. Prin. of Sch., Woodlawn, Buffalo, N. Y., since 1936.
- Heifer, Martin A., B.S.'27, Dartmouth Col.; M.S.'37, Syracuse Univ.; Supt. of Sch., Binghamton, N. Y., since 1947.
- Helm, Charles T., M.A.'46, New York Univ.; Dist. Prin., Union Free Sch. Dist. 1, South Salem, N. Y., since 1945.
- Hemstreet, A. Earle, Ph.D. and Ped.B.'11, Syracuse Univ.; M.A.'23, Columbia Univ.; Prin., Riverside Elem. Sch. 60, Buffalo, N. Y., since 1936.
- Henrickson, Velma W., B.S.'26, M.A.'29, Tchrs. Col., Columbia Univ.; Prin., East Sch., Long Beach, L. I., N. Y., since 1927.
- Herber, Howard T., A.B.'25, Ursinus Col.; M.A.'26, Ph.D.'38, Tchra. Col., Columbia Univ.; Supt. of Sch., Malverne, L. I., N. Y., since 1931.
- Herrington, Walter J., A.B.'17, N. Y. State Col. for Tchrs., Albany; M.A.'23, Columbia Univ.; Supvg. Prin. of H. S. Williams-ville Br., Buffalo, N. Y., since 1924.
- Hetherington, Charles George, B.S.'16, Colgate Univ.; M.S.'17, Pa. State Col.; Ph.D. '34, New York Univ.; Supt. of Sch., Auburn, N. Y., since 1937.
- Hewes, Earl D., Diploma'16, Tchrs. Col., Columbia Univ.; Supt. of Sch., Beacon, N. Y., since 1919.
- Hickey, Joseph J., B.S.'42, Catholic Univ. of America; M.A.'48, Columbia Univ.; Supvg. Prin. of Grammar Sch., Orangeburg, N. Y., since 1952.
- Hicks, Alvin W., B.A.'34, Tulsa Univ.; M.Ed.'39, Univ. of Okla.; Ed.D.'42, Tchrs. Col., Columbia Univ.; Supt. of Rye Neck Pub. Sch., Mamaroneck, N. Y., since 1942.
- Hicks, Samuel L., A.B.'24, Univ. of Mich.; M.A.'27, Ed.D.'47, Tchrs. Col., Columbia Univ.; Supt. of Sch., Pearl River, N. Y., since 1932.
- *Hill, Frederick William, B.S.'34, M.S.'35, Kansas State Col.; Ed.D.'41, Tchrs. Col., Columbia Univ.; Deputy Supt. and Bua. Admin. of Sch., Yonkers, N. Y., since 1950.
- Hoag, William T., Ed.M.'32, Univ. of Buffalo; Prin., Lake Shore Central Sch., Angola, N. Y., since 1927.
- Hobday, Arthur F., A.B.'42, Col. for Tchrs. at Albany; M.A.'48, Tchrs. Col., Columbia Univ.; Prin. of Elem. Sch., Cicero, N. Y., since 1952.
- *Hodge, Lemont F., A.B.'07, A.M.'21, Pd.D. '26, Colgate Univ. Address: 448 Clinton Ave., Albany, N. Y.
- Hoeldtke, Ernest H., B.S.'32, Wheaton Col.; M.A.'35, N. Y. Univ.; Supt. of 2nd Dist., Erie Co. Schs., Buffalo, N. Y.
- Hoffman, M. Gazelle, B.A.'11, Elmira Col.; M.A.'26, Columbia Univ.; Dist. Supt. of Sch., Lewiston, N. Y., since 1915, and Lecturer, N. Y. State Tchra. Col., Buffalo, N. Y., since 1931.
- Holbitter, J. Albert, A.B.'43, Hobart Col.; M.A.'48, New York State Col. for Tchrs., Albany; Coordinator of Field Services, State Tchrs. Col., Plattsburgh, N. Y., since 1949.
- Holden, Fox D., B.S.'20, Ed.M.'38, Univ. of Rochester; Supt. of Sch., Poughkeepsie, N. Y., since 1938.
- Holland, G. Kenneth, A.B.'29, LL.D.'46, Occidental Col.; M.A.'31, Princeton Univ.; Certificate'31, Univ. of Grenoble, France; Certificate'32, Univ. of Paris, France; LL.D.'51, Middlebury Col.; LL.D.'52, Antioch Col.; Pres., Inst. of International Educ., New York, N. Y., since 1950.
- Hollister, Harold Edmund, A.B.'17, Middlebury Col.; A.M.'36, N. Y. State Col. for Tchrs., Albany; Dist. Supt. of Sch., White Plains, N. Y., since 1941.
- Hooker, Charles J., B.S.'14, Colgate Univ.; M.A.'24, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Central Sch., Goshen, N. Y., since 1924.
- Hoover, W. Wendell, A.B.'42, McKendree Col.; M.A.'47, Washington Univ.; Supt. of Sch., Rye, N. Y., since 1950.
- Hopke, William E., A.B.'39, M.A.'46, New York State Tchrs. Col., Albany; Ed.D.'50, Tchrs. Col., Columbia Univ.; Exec. Asst., Office of Placement and Field Relations, Tchrs. Col., Columbia Univ., New York, N. Y., since 1950.
- Hopkins, Johanna Marie, Diploma'14, Brooklyn Tr. Sch. for Tchrs.; B.S.'37, M.A.'38, New York Univ.; Asst. Dist. Supt. of Sch., Jackson Hgts., New York, N. Y., since 1942.
- Hopkins, L. Thomas, A.B.'10, A.M.'11, Tufts Col.; Ed.D.'22, Harvard Univ.; Prof. of Educ., Tchra. Col., Columbia Univ., New York, N. Y., since 1929.

- Linton, Clarence, A.B.'19, Nebr. State Tchrs. Col., Wayne; M.A.'21, Univ. of Nebr.; Ph.D.'27, Columbia Univ.; Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1937.
- Linton, Harry J., B.S.'21, Univ. of Nebr.; LL.D.'49, Union Col. (N. Y.); Supt. of Sch., Schenectady, N. Y., since 1945.
- Livingston, Melvin C., B.S.'25, Middlebury Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Supt. of Sch., Mechanicville, N. Y., since 1942.
- Lobaugh, Lawrence C., B.S.'27, Alfred Univ.; M.A.'42, New York Univ.; Supt. of Sch., Lindenhurst, L. I., N. Y., since 1947.
- Lockhart, Raymond J., M.E.'20, Pratt Inst.; M.A.'31, Ed.D.'50, New York Univ.; Supt. of Sch., Massapequa, N. Y., since 1953.
- Long, Edward W., A.B.'28, Syracuse Univ.; Prin., Dryden-Freenville Central Sch., Dryden, N. Y., since 1947.
- Lonsdale, Richard C., B.A.'39, N. Y. State Col. for Tchrs., Albany; M.A.'45, Ed.D.'52, Syracuse Univ.; Assoc. Prof. of Educ., Syracuse Univ., Syracuse, N. Y., since 1947.
- Loomis, Harold V., A.B.'12, Syracuse Univ.; M.A.'26, Tchrs. Col., Columbia Univ.; Supt. of Sch., Ossining, N. Y., 1932-53 (retired).
- Lopardo, R. A., A.B.'21, Hamilton Col.; M.A.'31, Tchrs. Col., Columbia Univ.; Supt. of Sch., Utica, N. Y., since 1951.
- Lopea, Frank G., Sr., Assoc. Editor, *Architectural Record*, 119 West 40th St., New York, N. Y., since 1949.
- Loretan, Joseph O., B.S. in Ed.'26, City Col. of the City of New York; M.A.'28, Ph.D.'30, Fordham Univ.; Supt., Sch. Dist. 23, 24, and Bronx Park Community Schs., Borough of the Bronx, New York, N. Y.
- Lotz, Thomas M., B.S.'30, Syracuse Univ.; M.A.'39, Cornell Univ.; Supv. Prin. of Sch., Sberburne, N. Y., since 1945.
- Loveland, Gilbert, B.A.'14, M.A.'15, Northwestern Univ.; Henry Holt and Co. Inc., New York, N. Y., since 1934.
- Lowe, Wayne L., Ed.'31, Harvard Univ.; Supt. of Sch., Dobbs Ferry, N. Y., since 1949.
- Luchsinger, Fred J., Bus. Mgr., Central Sch., North Syracuse, N. Y., since 1950.
- Lynch, Aloysius J., A.B.'24, Col. of the Holy Cross; M.A.'34, Fordham Univ.; Supt. of Sch., Haverstraw, N. Y., since 1937.
- McCleary, Edward J., B.S.'33, Fordham Univ.; M.A.'36, Columbia Univ.; Ed.D.'41, New York Univ.; Prin., Dist. Elem. and Sec. Educ., Meadow Lawn Sch., East Meadow, L. I., N. Y.
- *McCormick, Felix J., B.S.'29, Bucknell Univ.; M.A.'41, State Tchrs. Col., Upper Montclair, N. J.; Assoc., Inst. of Field Studies, Tchrs. Col., Columbia Univ., New York, N. Y., since 1948.
- McDonald, Everett A., Jr., B.S.E.'38, Mass. State Tchrs. Col., Fitchburg; M.Ed.'45, Boston Univ.; M.A.'51, Yale Univ.; Supt. of Sch., Westbury, N. Y., since 1951.
- McLaughlin, Frederick C., B.S.'30, Univ. of Detroit; M.A.'38, Tchrs. Col., Columbia Univ.; D.Ed.'49, Columbia Univ.; CPEA, Tchrs. Col., Columbia Univ., New York, N. Y., since 1951.
- McLaughlin, Samuel J., Ph.D.'36, New York Univ.; Prof. of Educ., New York Univ., New York, N. Y., since 1946.
- *McNally, Harold J., B.S.'38, M.A.'40, Ph.D.'42, Columbia Univ.; Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1953.
- McNamara, Anna L., B.S. in Ed.'32, M.A.'35, Fordham Univ.; Asst. Supt. of Sch., Brooklyn, N. Y., since 1948.
- MacCalman, Kenneth R., A.B.'21, Elon Col.; M.A.'30, Columbia Univ.; Supt. of Sch., Nyack, N. Y., since 1932.
- Mackenzie, Gordon N., B.S. and M.A.'29, Univ. of Minn.; Ed.D.'40, Stanford Univ.; Prof. of Educ., and Head, Dept. of Curriculum and Tchg., Tchrs. Col., Columbia Univ., New York, N. Y., since 1945.
- MacNeill, H. J., Genl. Mgr., Binney and Smith Co., New York, N. Y.
- Mahler, Walter H., Member, Bd. of Educ., Castleton-on-Hudson, N. Y., since 1951.
- Mahoney, (Rev.) Charles J., A.B.'34, M.A.'36, Niagara Univ.; Ph.D.'41, Catholic Univ. of America; Supt. of Catholic Sch., Diocese of Rochester, Rochester, N. Y., since 1945.
- Marshall, James, LL.B.'20, Columbia Univ.; Member, Bd. of Educ., New York City Public Sch., 1935-52 (retired), Address: 521 Fifth Ave., New York, N. Y.
- Martin, Henning J., A.B.'24, Macalester Col.; M.A.'27, Tchrs. Col., Columbia Univ.; Supt. of Sch., Herkimer, N. Y., since 1940.
- Martin, William H., A.B.'09, Bates Col.; M.A.'20, Ph.D.'27, Yale Univ.; Suprv. of Elem. Sch. and Dir. of Visual Ednc., Mount Vernon, N. Y., since 1945.
- Martin, William H., M.S.'45, Syracuse Univ.; Supt. of Sch., Scotia, N. Y., since 1949.
- Mason, Frank W., A.B.'25, Allegheny Col.; M.A.'40, N. Y. State Col. for Tchrs., Albany; Supt. of Sch., Gouverneur, N. Y., since 1949.
- Maun, Vere P., Member, Bd. of Ednc., Castleton, N. Y.
- Meade, Mary E., A.B.'18, Hunter Col.; A.M.'26, Columbia Univ.; Ph.D.'35, Fordham Univ.; Prin. of Washington Irving H. S., New York, N. Y., since 1944.
- Meeker, John B., B.A.'31, Trinity Col. (Conn.), Ed.M.'33, Rutgers Univ.; Supv. Prin. of Sch., East Hampton, N. Y., since 1951.
- Melby, Ernest D., B.A.'13, St. Dlaf Col.; M.A.'26, Ph.D.'28, Univ. of Minn.; Dean and Prof. of Educ., Sch. of Ednc., New York Univ., New York, N. Y., since 1945.
- Melchior, William T., M.A.'22, Ph.D.'23, Tchrs. Col., Columbia Univ.; Prof. Emeritus, and Dir., Bus. and Indus. Scholarships, Syracuse Univ., Syracuse, N. Y., since 1952.
- Merchant, Larry, Pres., Pillsbury Pub. Inc., New York, N. Y., since 1949.
- Merrall, David, Vicepres., Rhodes Sch., New York, N. Y., since 1920.
- Merrill, Ameno W., M.S.'36, N. Y. State Col. for Tchrs., Albany; Dist. Supt. of Sch., Treadwell, N. Y., since 1941.
- Miller, Alexander W., A.B.'12, Harvard Univ.; A.M.'22, Columbia Univ.; Supt. of Sch., Glens Falls, N. Y., since 1927.

- Kimble, James A., B.A.'40, Parsons Col.; M.A.'48, Tchrs. Col., Columbia Univ.; Asst. Inst. of Field Studies, Tchrs. Col., Columbia Univ., New York, N. Y., since 1951.
- Kincaid, William Amos, A.B.'23, Ohio Univ., M.A.'28, Ed.D.'46, Tchrs. Col., Columbia Univ., Supt. of Sch., Hempstead, N. Y., since 1947.
- King, Dana M., B.S.'21, Greenville Col., A.M.'30, Cornell Univ.; Supt. of Sch., Hudson Falls, N. Y., since 1938.
- King, John B., B.S.'31, M.A.'36, New York Univ.; Asst. Supt. of Sch., Dist. 26 and 28, New York City Sch., Brooklyn, N. Y., since 1951.
- King, Lloyd W., A.B.'23, William Jewell Col., A.M.'31, Univ. of Mo., Exec. Secy., American Textbook Publishers Inst., New York, N. Y., since 1943.
- Kittle, Henry A., B.A.'28, Pa. State Col., Supvg. Prin. of Pub. Sch., Amityville, N. Y., since 1952.
- Klein, Arthur, A.B.'19, City Col. of the City of N. Y., Chmn., Bd. of Examiners, Bd. of Educ. of the City of N. Y., 110 Livingston St., Brooklyn, N. Y., since 1946.
- Klein, Louis M., A.B.'25, N. Y. State Col. for Tchrs., Albany; M.A.'33, Cornell Univ., Supt. of Sch., Harrison, N. Y., since 1936.
- Krugman, Morris, B.S.'19, Polytech Inst. of Brooklyn, M.A.'25, Ph.D.'28, New York Univ.; Asst. Supt. of Sch. in charge of Guid., New York City Bd. of Educ., Brooklyn 2, N. Y., since 1947.
- Krull, R. Pratt, B.A.'33, Univ. of Buffalo; Assoc. Supt. of Sch., Buffalo, N. Y., since 1939.
- Krum, William J., Jr., A.B.'29, Hamilton Col.; M.A.'38, Ed.D.'52, Columbia Univ.; Supt. of Sch., Endicott, N. Y., since 1946.
- Kullman, Nathan E., Jr., A.B.'37, M.A.'41, N. Y. State Col. for Tchrs., Albany; Dir. of Elem. Educ. and Acting Dean, State Univ. Tchrs. Col., Plattsburgh, N. Y., since 1953.
- *Kulp, Claude L., B.S.'27, Univ. of Rochester, M.A.'30, Cornell Univ., Prof. of Educ. and Supvr. of Experimental Program in Elem. Tchrs. Educ., Sch. of Educ., Cornell Univ., Ithaca, N. Y., since 1952.
- Lahr, John M., B.S.'25, Alfred Univ., M.A.'35, Cornell Univ., Ed.D.'38, New York Univ.; Supt. of Pub. Sch., Oryster Bay, L. I., N. Y., since 1950.
- Laidlaw, Arthur J., B.S.'11, M.S.'13, St. Lawrence Univ.; Supt. of Sch., Kingston, N. Y., since 1939.
- Lamb, Wallace Emerson, A.B.'26, M.A.'27, Clark Univ., Ed.D.'49, Syracuse Univ.; Supvg. Prin. of Sch., Greenport, N. Y., since 1950.
- Landis, Mildred M., B.S.'35, Alfred Univ.; M.A.'44, Columbia Univ.; Ed.D.'47, Harvard Univ.; Dual Prof. of Art and Educ., Sch. of Art, Syracuse Univ., Syracuse, N. Y., since 1949 (on leave 1953-54 at Univ. of Punjab, Pakistan).
- Landry, Herbert A., B.M.E.'21, Northeastern Univ., M.S.'30, Mass. State Col.; Ph.D.'35, New York Univ.; Admin. Research, Bd. of Educ., 110 Livingston St., Brooklyn, N. Y., since 1937.
- Langfitt, R. Emerson, B.S. in Ed.'20, Ohio Univ.; A.M.'26, Tchrs. Col., Columbia Univ.; Ed.D.'38, New York Univ.; Prof. of Educ., New York Univ., New York, N. Y., since 1938.
- Langworthy, Philip B., A.B.'34, Union Col.; M.A.'38, Ed.D.'50, Tchrs. Col., Columbia Univ.; Supt. of Sch., Hastings-on-Hudson, N. Y., since 1951.
- Lant, Kenneth A., M.A.'40, Ed.D.'50, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Jericho, Long Island, N. Y., since 1945.
- Larson, Jordan L., B.A.'22, M.A.'31, State Univ. of Iowa; M.A.'51, Ed.D.'51, Tchrs. Col., Columbia Univ.; Supt. of Sch., Mt. Vernon, N. Y., since 1946.
- Lawrence, William F., B.S.'33, Ursinus Col.; M.A.'37, Ed.D.'47, New York Univ.; Supt. of Sch., Wantagh, Long Island, N. Y., since 1952.
- Lawson, Dorothy S., B.S.'20, Russell Sage Col., M.A.'34, Tchrs. Col., Columbia Univ.; Chief, Bur. of Home Ec. Educ., State Educ. Dept., Albany, N. Y., since 1947.
- Lazar, May, Ph.D.'37, Columbia Univ.; Asst. Dir., Bur. of Educ. Research, New York City Bd. of Educ., Brooklyn, N. Y., since 1946.
- LeBarron, Erie H., M.A.'33, Columbia Univ.; Ed.D.'47, New York Univ.; Supt. of Sch., Hicksville, N. Y., since 1936.
- Leder, Jon B., Treas., H. S. Principals Assn., Brooklyn, N. Y.
- Leggett, Stanton, A.B.'38, Columbia Col.; M.A.'39, Ph.D.'48, Tchrs. Col., Columbia Univ.; Educ. Consultant, Engelhardt, Engelhardt and Leggett, New York, N. Y., since 1947.
- Leu, Donald J., B.A.'46, Western Wash. Col. of Educ.; M.A.'51, Ed.D.'53, Tchrs. Col., Columbia Univ.; Assoc. Inst. of Field Studies, Tchrs. Col., Columbia Univ., New York, N. Y., since 1952.
- Levenson, Samuel M., B.S.'16, M.A.'20, Ph.D.'32, New York Univ.; Asst. Supt. of New York City Sch., 856 Quincy St., Brooklyn, N. Y., since 1945.
- Lewis, Charles E., M.A.'34, Cornell Univ.; Supvr. Prin. of Sch., Callicoon, N. Y., since 1939.
- Lieberman, Elias, B.A.'03, Col. of the City of New York; M.A.'06, Ph.D.'11, New York Univ.; Assoc. Supt. of Sch., 110 Livingston St., Brooklyn 2, N. Y., since 1940.
- Lindbloom, Ray L., A.B.'30, M.A.'37, Col. State Col. of Educ.; Supvg. Prin. of Union Free Sch. Dist. 16, Elmont, N. Y., since 1947.
- Linden, Arthur V., B.S.'33, M.A.'35, Tchrs. Col., Columbia Univ.; Ed.D.'41, Arnold Col.; Assoc. Dir. of Student Personnel in chg. of Field Relations and Placement, Tchrs. Col., Columbia Univ., New York, N. Y., since 1936.
- Lindsey, Merton Cole, M.A.'29, New York Univ.; Supvg. Prin., Hendrick Hudson H. S., Montrose, N. Y., since 1943.
- Linn, Henry H., A.B.'18, Nebr. State Tchrs. Col., Peru; M.A.'22, Univ. of Nebr.; M.A.'26, Ph.D.'29, Tchrs. Col., Columbia Univ.; Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1944.

- O'Connor, Edward P., B.S.'14, City Col. of the City of N. Y.; LL.B.'26, Fordham Univ.; M.A.'38, New York Univ.; Prin., Brooklyn H. S. of Automotive Trades, Brooklyn, N. Y., since 1943.
- Ogden, Chauncey M., B.S.'17, Colgate Univ.; M.A.'33, New York Univ.; Supt. of Sch., Woodmere, N. Y., since 1940.
- O'Keefe, Walter, Sales Mgr., Institutional Dept., Doubleday & Co., Inc., Garden City, N. Y.
- O'Leary, Ellen J., M.A.'23, Clark Univ.; Dir., The Emerson Sch., Inc., New York, N. Y., since 1946.
- Ormsby, Walter M., B.S.'26, Alfred Univ.; M.A.'30, Tchrs. Col., Columbia Univ.; Dist. Supt. of Sch., Bayport, N. Y., since 1936.
- Orton, Dwayne, A.B.'26, Univ. of Redlands; M.A.'33, Col. of the Pacific; LL.D.'44, Univ. of Redlands; LL.D.'48, Tusculum Col.; Dir. of Educ., Internatl. Bus. Machines Corp., New York, N. Y., since 1942.
- Osborn, Edward L., A.B.'31, M.A.'38, New York State Col. for Tchrs.; Supt. of Sch., Batavia, N. Y., since 1951.
- Ostrander, Raymond H., A.B.'28, Hamilton Col.; M.A.'34, Ed.D.'49, Tchrs. Col., Columbia Univ.; Supt. of Sch., Mineola, N. Y., since 1951.
- Ostwald, Ernest, Pres., Uniforms by Ostwald, Inc., Staten Island, N. Y., since 1932.
- Owen, Mary E., A.B.'17, Smith Col.; A.M.'20, Univ. of Chicago; Ped.D.'49, Alfred Univ.; Editor, *The Instructor*, Dansville, N. Y., since 1946.
- Owens, John E., B.S.'46, Springfield Col.; M.A.'51, Tchrs. Col., Columbia Univ.; Admin. Asst., Roslyn Pub. Sch., Roslyn Heights, N. Y., since 1952.
- Painter, Fred B., B.S.'29, Black Hiffs Tchrs. Col.; A.M.'34, Cornell Univ.; Supt., Brighton Schs., Dist. No. 1, Rochester, N. Y., since 1952.
- Palmer, Frank J., B.S.'40, M.S.'48, Syracuse Univ.; Prin. of Elem. Sch., North Syracuse, N. Y., since 1952.
- Pambaker, David E., B.S.'22, Gettysburg Col.; M.A.'37, New York Univ.; Supvg. Prin. of Sch., Liberty, N. Y., since 1931.
- Park, John W., Diploma, State Tchrs. Col., Oswego, N. Y.; Bachelor's, New York Univ.; Master's, N. Y. State Col. for Tchrs., Albany; Supt. of Sch., Albany, N. Y., since 1942.
- Patterson, Frederick D., D.V.M.'23, M.S.'27, Iowa State Univ.; Ph.D.'32, Cornell Univ.; Dir., Phelps-Stokes Fund. Address: 101 Park Ave., New York, N. Y.
- Patton, David H., A.B.'23, Wilmington Col.; M.A.'31, Univ. of Cincinnati; Supt. of Sch., Syracuse, N. Y., since 1945.
- Pattysion, Jack W., B.S.'38, N. Y. State Tchrs. Col., Buffalo; M.A.'48, Tchrs. Col., Columbia Univ.; Prin. of Brookside Elem. Sch., Baldwin, N. Y., since 1949.
- Payne, Carl, A.B.'26, Univ. of Rochester; M.A.'33, Tchrs. Col., Columbia Univ.; Security Mutual Life Insurance Co., Norwich, N. Y.
- Paynter, Fred B., B.A.'31, Western State Col. of Colo.; M.A.'37, New York Univ.; Supt. of Sch., Farmingdale, N. Y., since 1952.
- Peck, Lester G., B.S.'31, M.A.'34, New York Univ.; Prin. of Herricks Sch., New Hyde Park, L. I., N. Y., since 1934.
- Perry, Alfred L., B.S.'30, Alfred Univ.; M.A.'37, N. Y. State Col. for Tchrs., Albany; Supvg. Prin. of Central Sch., Holfey, N. Y., since 1947.
- Perry, Ralph W., A.B.'22, Hamilton Col.; Supvg. Prin. of Sch., New Hartford, N. Y., since 1947.
- Pertseh, C. Frederick, B.A.'12, Col. of the City of N. Y.; M.A.'24, Ph.D.'36, Tchrs. Col., Columbia Univ.; Assoc. Supt., H. S. Div., Bd. of Educ. of the City of New York, 110 Livingston St., Brooklyn, N. Y.
- Petersen, Helmer, B.S.'32, M.A.'35, New York Univ.; Supvg. Prin., West Babylon Sch., Babylon, N. Y., since 1942.
- Phelan, William F., B.A.'28, M.A.'34, Niagara Univ.; Ed.D.'49, Tchrs. Col., Columbia Univ.; Supt. of Sch., Depew, N. Y., since 1943.
- Phillips, Donald K., A.B.'28, Columbia Col.; M.A.'33, Tchrs. Col., Columbia Univ.; Supt. of Sch., New Rochelle, N. Y., since 1948.
- Phisterer, Isabel Dewey, A.B.'29, Smith Col.; M.A.'32, Univ. of Wash.; Pres., Cazenovia Jr. Col., Cazenovia, N. Y.
- *Pickett, Ralph E., B.S.'17, Columbia Univ.; Ph.D.'24, New York Univ.; Assoc. Dean, Dir., Summer Sessions, Sch. of Educ., New York Univ., New York, N. Y., since 1940.
- Pitkin, Edgar S., A.B.'31, Dartmouth Col.; M.A.'40, New York Univ.; Supvg. Prin., North Colonie Central Sch., Latham, N. Y., since 1950.
- *Polley, John W., A.B.'37, Hamilton Col.; M.A.'42, N. Y. State Col. for Tchrs.; Ed.D.'50, Tchrs. Col., Columbia Univ.; Asst. Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1952.
- Pomeroy, Edward C., B.A.'39, American Internat. Col.; M.A.'47, Ed.D.'49, Tchrs. Col., Columbia Univ.; Secy-Treas. American Assn. of Col. for Tchr. Educ., Oneonta, N. Y., since 1951.
- Power, Leonard, B.S.'16, Central Mo. State Tchrs. Col., Warrensburg; M.A.'27, Univ. of Chicago; Ed.D.'35, Tchrs. Col., Columbia Univ.; Educ. Consultant, 511 Dobbs Ferry Rd., White Plains, N. Y., since 1936.
- Powers, Edward P., M.A.'48, New York Univ.; Elem. Prin., Plainedge Sch., Union Free Sch. Dist. 18, Bethpage, N. Y., since 1950.
- Powers, Pliny H., B.S.'15, Wilmington Col.; M.A.'26, Tchrs. Col., Columbia Univ.; Ed.D.'41, New York Univ.; Deputy Chief Scout Executive, Boy Scouts of America, New York, N. Y., since 1945.
- Pratt, Milford H., A.B.'27, Univ. of Rochester; A.M.'31, Columbia Univ.; Supvg. Prin., Central Sch., Barker, N. Y., since 1931.
- *Priester, Harold F., B.A.E.'32, Univ. of Fla.; M.Ed.'40, Duke Univ.; M.A.'49, Tchrs. Col., Columbia Univ.; Admin. Asst., Central H. S. Dist. 1, Valley Stream, N. Y., since 1953.
- Prior, Willard F., B.S.'22, Union Col. and Univ.; M.A.'39, Syracuse Univ.; Supt. of Sch., Oneida, N. Y., since 1952.

- Miller, John L., A.B.'26, Bates Col.; Ed.M. '29, Ed.D.'46, Harvard Univ.; Supt. of Sch., Great Neck, N. Y., since 1942.
- Miller, N. Francis, B.A.'33, Houghton Col.; M.S. in Ed.'40, Cornell Univ.; Supv. Prin. of Sch., Canisteo, N. Y., since 1952.
- Miller, Robert E., B.S. in Ed.'51, Rider Col.; Admin. Asst., Pub. Sch., Payattaville, N. Y., since 1951.
- Miller, Stanton H., 94 Woodlawn Ave., Valley Stream, N. Y.
- Miller, Thomas R., B.S.'30, M.A.'31, Ph.D. '38, Syracuse Univ.; Dean, State Tchrs. Col., Oswego, N. Y., since 1948.
- Miller, Victor L., M.A.'42, New York Univ.; Supv. Prin. of Sch., Bethpage, L. I., N. Y., since 1940.
- Milliken, William H., Jr., Educ. Dept. Binney and Smith Co., New York, N. Y., since 1919.
- Minnich, Robert E., B.A.'19, Dickinson Col.; A.M.'25, Columbia Univ.; Asst. in Educ. for Attendance, N. Y. State Educ. Dept., Albany, N. Y., since 1946.
- Moffitt, Frederick J., A.B.'18, Litt.D.'35, Hobart Col.; M.A.'33, Univ. of Buffalo; Acting Assoc. Commr. of Educ., N. Y. State Educ. Dept., Albany, N. Y., since 1952.
- Monson, Harold, B.A.'32, St. Olaf Col.; M.A.'45, Ph.D.'50, Yale Univ.; Supt. of Sch., Newburgh, N. Y., since 1953.
- Moor, Clyde B., A.B.'12, Nebr. Wesleyan Univ.; B.Ed.'13, Nebr. State Tchrs. Col., Peru; A.M.'16, Clark Univ.; Ph.D.'24, Columbia Univ.; Prof. of Educ., Cornell Univ., Ithaca, N. Y., since 1925.
- Moore, Thomas C., B.S.'26, Alfred Univ.; Ed.M.'42, Univ. of Buffalo; Prin., H. S., East Aurora, N. Y., since 1946.
- Moore, Victor E., B.A.'29, Asbury Col.; Asst. Dir., Air World Educ. Trns World Airlines, Inc., New York, N. Y., since 1952.
- Morgan, W. George, A.B.'29, Oberlin Col.; A.M.'37, Tchrs. Col., Columbia Univ.; Supt. of Sch., Owego, Tioga Co., N. Y., since 1937.
- Morris, Lyle L., B.S.'20, Drake Univ.; M.A. '26, Ph.D.'30, Columbia Univ. Address: 534 N. 11th St., New Hyde Park, N. Y.
- Morris, Marion P., Bristol Myers Co., New York, N. Y.
- *Morrison, J. Cayce, A.B.'12, Valparaiso Univ.; M.A.'16, Ph.D.'22, Columbia Univ.; LL.D.'32, Alfred Univ.; Asst. Commr. for Research, State Educ. Dept., Albany, N. Y., since 1937.
- Morse, Grant D., Ph.D.'41, New York Univ.; Supt. of Sch., Saugerties, N. Y., since 1924.
- Mort, Paul R., Ph.D.'24, Columbia Univ.; Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1924.
- Mortola, Edward J., B.A.'38, M.A.'41, Ph.D. '46, Fordham Univ.; Provost, Paca Col., New York, N. Y., since 1949.
- Moseley, Thomas, A.B.'29, Occidental Col.; A.M.'30, Univ. of Southern Calif.; D.D. '40, Whetstone Col.; LL.D.'47, Bob Jones Univ.; Pres., The Missionary Tr. Inst., Nyack, N. Y., since 1940.
- Mosher, Frank K., B.S.'29, M.S.'37, D.Ed. '49, Syracuse Univ.; Dist. Prin., Central Sch., Liverpool, N. Y., since 1950.
- Moisher, Howard H., A.B.'36, Syracuse Univ.; M.A.'41, N. Y. State Col. for Tchrs., Albany; Prin., Guilderland Central H. S., Altamont, N. Y., since 1953.
- Moyar, Edward, B.S.'40, Northern State Tchrs. Col. (S. Dak.); A.M.'41, Yale Univ.; Dist. Prin. of Briarcliff H. S., Briarcliff Manor, N. Y., since 1947.
- Moyla, William D., B.A.'23, Wesleyan Univ.; M.A.'29, Tchrs. Col., Columbia Univ.; Supv. Prin., Edgemont Sch., Scarsdale, N. Y., since 1937.
- Mollin, Mark J., C.M., B.A.'28, M.A.'33, St. Joseph's Col. (N. J.); Ph.L.'35, Collegium Angelicum, Rome, Italy; Dean, Sch. of Educ., Niagara Univ., Niagara University, N. Y., since 1950.
- Mummert, Ira C., B.S.'17, M.A.'25, Susquehanna Univ.; M.A.'33, Columbia Univ.; Supv. Prin. of Sch., Valley Stream, N. Y., since 1928.
- Munson, Samuel K., B.H.'21, Springfield Col.; B.S.'26, M.A.'28, New York Univ.; Supt. of Sch., Sayville, L. I., N. Y., since 1950.
- Murray, Cornelius B., B.S.'27, N. Y. State Col. for Tchrs., Albany; M.S.'35, St. Lawrence Univ.; Exec. Secy., N. Y. State Tchrs. Retirement Bd., Albany, N. Y., since 1944.
- Nadlar, Leonard, B.B.A.'48, M.S.'50, City Col. of the City of New York; Tchrs., Jamaica, N. Y., since 1951.
- Nauner, Elsie Flint, A.B.'18, A.M.'19, Ph.D. '22, Brown Univ.; Dir. of Instr., 131 Huguenot St., New Rochelle, N. Y., since 1939.
- Nifenecker, Eugene A., B.A.'01, Col. of the City of New York; M.A.'06, Columbia Univ.; Dir. of Reference, Research and Statistics, Pub. Sch., 110 Livingston St., Brooklyn 2, N. Y., since 1920.
- Noar, Gertrude, B.S.'19, M.A.'22, Univ. of Pa.; Educ. Consultant, Anti-Defamation League of B'nai B'rith, 212 Fifth Ave., New York, N. Y., since 1951.
- Noethan, Joseph C., M.A.'40, New York Univ.; Asst. Supt., New York City Sch., 901 Classon Ave., Brooklyn 25, N. Y., since 1945.
- Noon, Elizabeth F., B.S.'34, Pa. State Tchrs. Col., West Chester; M.S.'36, Temple Univ.; Dir., Books and Teaching Aids Dept., F. A. Owen Publishing Co., Danville, N. Y., since 1948.
- *Norton, John K., A.B.'16, A.M.'17, Stanford Univ.; Ph.D.'26, Tchrs. Col., Columbia Univ.; Prof. of Educ. since 1931 and Dir., Div. of Admin. and Guid., Tchrs. Col., Columbia Univ., New York, N. Y., since 1942.
- *Norton, LaVerne Allen, A.B.'31, Colgate Univ.; M.A.'35, Tchrs. Col., Columbia Univ.; Prin., Beaver River Central Sch., Beaver Falls, N. Y., since 1950.
- Oaker, Herbert I., A.B.'29, Upsala Col.; A.M.'34, Tchrs. Col., Columbia Univ.; Prin., North Salem Central Sch., Dist. 1, Purdy Station, N. Y., since 1949.
- Obourn, Lewis C., B.S.'32, Alfred Univ.; Supt. of Sch., East Rochester, N. Y., since 1944.
- O'Brien, Frank J., A.B.'12, Holy Cross Col.; A.M.'13, Ph.D.'16, Clark Univ.; M.D.'27, Univ. of Louisville; Assoc. Supt. of Sch., 110 Livingston St., Brooklyn 2, N. Y., since 1941.

- O'Connor, Edward P., B.S.'14, City Col. of the City of N. Y.; LL.B.'26, Fordham Univ.; M.A.'38, New York Univ.; Prin., Brooklyn H. S. of Automotive Trades, Brooklyn, N. Y., since 1943.
- Ogden, Chauncey M., B.S.'17, Colgate Univ.; M.A.'33, New York Univ.; Supt. of Sch., Woodmere, N. Y., since 1940.
- O'Keefe, Walter, Sales Mgr., Institutional Dist., Doubleday & Co., Inc., Garden City, N. Y.
- O'Leary, Ellen J., M.A.'23, Clark Univ.; Dir., The Emerson Sch., Inc., New York, N. Y., since 1946.
- Ormsby, Walter M., B.S.'26, Alfred Univ.; M.A.'30, Tchrs. Col., Columbia Univ.; Dist. Supt. of Sch., Bayport, N. Y., since 1936.
- Orton, Dwayne, A.B.'26, Univ. of Redlands; M.A.'33, Col. of the Pacific; LL.D.'44, Univ. of Redlands; LL.D.'48, Tusculum Col.; Dir. of Educ., Internat. Bus. Machines Corp., New York, N. Y., since 1942.
- Osborn, Edward L., A.B.'31, M.A.'38, New York State Col. for Tchrs.; Supt. of Sch., Batavia, N. Y., since 1931.
- Ostrander, Raymond H., A.B.'28, Hamilton Col.; M.A.'34, Ed.D.'49, Tchrs. Col., Columbia Univ.; Supt. of Sch., Mineola, N. Y., since 1951.
- Ostwald, Ernst, Pres., Uniforms by Ostwald, Inc., Staten Island, N. Y., since 1932.
- Owen, Mary E., A.B.'17, Smith Col.; A.M.'20, Univ. of Chicago; Ped.D.'49, Alfred Univ.; Editor, *The Instructor*, Dansville, N. Y., since 1946.
- Owens, John E., B.S.'46, Springfield Col.; M.A.'51, Tchrs. Col., Columbia Univ.; Admin. Asst., Roslyn Pub. Sch., Roslyn Heights, N. Y., since 1952.
- Palmer, Fred B., B.S.'29, Black Hills Tchrs. Col.; A.M.'34, Cornell Univ.; Supt., Brighton Schs., Dist. No. 1, Rochester, N. Y., since 1952.
- Palmer, Frank J., B.S.'40, M.S.'48, Syracuse Univ.; Prin. of Elem. Sch., North Syracuse, N. Y., since 1952.
- Panabaker, David E., B.S.'22, Gettysburg College; M.A.'37, New York Univ.; Supvg. Prin. of Sch., Liberty, N. Y., since 1931.
- Park, John W., Diploma, State Tchrs. Col., Oswego, N. Y.; Bachelor's, New York Univ.; Master's, N. Y. State Col. for Tchrs., Albany; Supt. of Sch., Albany, N. Y., since 1942.
- Patterson, Frederick D., D.V.M.'23, M.S.'27, Iowa State Univ.; Ph.D.'32, Cornell Univ.; Dir., Phelps-Stokes Fund. Address: 101 Park Ave., New York, N. Y.
- Patton, David H., A.B.'23, Wilmington Col.; M.A.'31, Univ. of Cincinnati; Supt. of Sch., Syracuse, N. Y., since 1945.
- Pattysen, Jack W., B.S.'38, N. Y. State Tchrs. Col., Buffalo; M.A.'48, Tchrs. Col., Columbia Univ.; Prin. of Brookside Elem. Sch., Baldwin, N. Y., since 1949.
- Payne, Carl, A.B.'26, Univ. of Rochester; M.A.'33, Tchrs. Col., Columbia Univ.; Security Mutual Life Insurance Co., Norwich, N. Y.
- Paynter, Fred B., B.A.'31, Western State Col. of Colo.; M.A.'37, New York Univ.; Supt. of Sch., Farmingdale, N. Y., since 1952.
- Peck, Lester G., B.S.'31, M.A.'34, New York Univ.; Prin. of Herricks Sch., New Hyde Park, L. I., N. Y., since 1934.
- Perry, Alfred L., B.S.'30, Alfred Univ.; M.A.'37, N. Y. State Col. for Tchrs., Albany; Supvg. Prin. of Central Sch., Holley, N. Y., since 1947.
- Perry, Ralph W., A.B.'22, Hamilton Col.; Supvg. Prin. of Sch., New Hartford, N. Y., since 1947.
- Pertsch, C. Frederick, B.A.'12, Col. of the City of N. Y.; M.A.'24, Ph.D.'36, Tchrs. Col., Columbia Univ.; Assoc. Supt., H. S. Div., Bd. of Educ. of the City of New York, 110 Livingston St., Brooklyn, N. Y.
- Petersen, Helmer, B.S.'32, M.A.'35, New York Univ.; Supvg. Prin., West Babylon Sch., Babylon, N. Y., since 1942.
- Phelan, William F., B.A.'28, M.A.'34, Niagara Univ.; Ed.D.'49, Tchrs. Col., Columbia Univ.; Supt. of Sch., Depew, N. Y., since 1943.
- Phillips, Donald K., A.B.'28, Columbia Col.; M.A.'33, Tchrs. Col., Columbia Univ.; Supt. of Sch., New Rochelle, N. Y., since 1948.
- Phisterer, Isabel Dewey, A.B.'29, Smith Col.; M.A.'32, Univ. of Wash.; Pres., Cazenovia Jr. Col., Cazenovia, N. Y.
- *Pickett, Ralph E., B.S.'17, Columbia Univ.; Ph.D.'24, New York Univ.; Assoc. Dean, Dir., Summer Sessions, Sch. of Educ., New York Univ., New York, N. Y., since 1940.
- Pitkin, Edgar S., A.B.'31, Dartmouth Col.; M.A.'40, New York Univ.; Supvg. Prin., North Colonie Central Sch., Latham, N. Y., since 1950.
- *Polley, John W., A.B.'37, Hamilton Col.; M.A.'42, N. Y. State Col. for Tchrs.; Ed.D.'50, Tchrs. Col., Columbia Univ.; Asst. Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1952.
- Pomeroy, Edward C., B.A.'39, American Internat. Col.; M.A.'47, Ed.D.'49, Tchrs. Col., Columbia Univ.; Secy.-Treas., American Assn. of Col. for Tchrs. Educ., Oneonta, N. Y., since 1951.
- Power, Leonard, B.S.'16, Central Mo. State Tchrs. Col., Warrensburg; M.A.'27, Univ. of Chicago; Ed.D.'35, Tchrs. Col., Columbia Univ.; Educ. Consultant, 511 Dobbs Ferry Rd., White Plains, N. Y., since 1936.
- Powers, Edward P., M.A.'48, New York Univ.; Elem. Prin., Plainedge Sch., Union Free Sch. Dist. 18, Bethpage, N. Y., since 1950.
- Powers, Pliny H., B.S.'15, Wilmington Col.; M.A.'26, Tchrs. Col., Columbia Univ.; Ed.D.'41, New York Univ.; Deputy Chief Scout Executive, Boy Scouts of America, New York, N. Y., since 1945.
- Pratt, Milford H., A.B.'27, Univ. of Rochester; A.M.'31, Columbia Univ.; Supvg. Prin., Central Sch., Barker, N. Y., since 1931.
- *Priester, Harold P., B.A.E.'32, Univ. of Fla.; M.Ed.'40, Duke Univ.; M.A.'49, Tchrs. Col., Columbia Univ.; Admin. Asst., Central H. S. Dist. 1, Valley Stream, N. Y., since 1953.
- Prior, Willard P., B.S.'22, Union Col. and Univ.; M.A.'38, Syracuse Univ.; Supt. of Sch., Onondaga, N. Y., since 1952.

NEW YORK

- Proctor, Percy M., B.S.'10, Tufts Col.; M.A. '27, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Babylon, N. Y., since 1935.
- Pugh, Sterling B., A.B.'21, Syracuse Univ.; M.A.'31, Tchrs. Col., Columbia Univ.; Prin., Wash Sch., New Rochelle, N. Y., since 1938.
- Pyle, Ralph F., B.S.'27, Gettysburg Col.; M.A.'36, Columbia Univ., Dist. Prin. of Sch., Sidney, N. Y., since 1945.
- Quick, Sherwood S., B.S.'38, N. Y. State Tchrs. Col., Buffalo, M.A.'42, N. Y. Univ., Supvg. Prin. of Union Free Sch. Dist. 30, Valley Stream, N. Y., since 1945.
- Quinn, J. William, B.S.'32, M.S.'39, Syracuse Univ., Supvg. Prin. of Sch., New York Mills, N. Y., since 1942.
- Quinn, William A., B.S.'49, Central Mich. Col. of Educ., M.A.'52, Mich. State Col.; Admin. Intern., *The School Executive*, New York, N. Y., since 1952.
- Raab, George Edward, A.B.'40, Franklin and Marshall Col.; M.S. in Ed.'46, Ed.D.'49, Univ. of Pa., Hcatcote Sch., Scarsdale, N. Y., since 1953.
- Rahl, Katherine, B.A.'35, Col. of Wooster; M.A.'39, New York Univ., Consultant in Educ., American Social Hygiene Assn., New York, N. Y., since 1952.
- Ralph, Richard J., A.B.'25, Hamilton Col.; Supvg. Prin., Clinton Central Sch., Clinton, N. Y., since 1943.
- Rasbach, Floyd B., B.S.'26, St. Lawrence Univ.; M.A.'31, Columbia Univ., Supt. of Sch., Irondequoit Sch. Dist. 3, Rochester, N. Y., since 1947.
- Rathbun, (Mrs.) Ruth C., A.B.'10, M.A. in Ed.'35, Syracuse Univ., Supt. of Sch. Dist. 2, Cortland Co., Cincinnatus, N. Y., since 1926.
- Redeay, Edward E., B.S.'27, M.S.'31, Dartmouth Col.; A.M.'33, Yale Univ.; Ph.D. '35, Columbia Univ., Acting Pres., State Univ. Tchrs. Col., Plattsburgh, N. Y., since 1952.
- Reed, Thomas M., Jr., B.S.'20, Pa. State Col.; Mgr., John J. Nesbitt, Inc., New York, N. Y., since 1930.
- *Reid, Charles Frederick, A.B.'23, Colgate Univ., A.M.'29, Ph.D.'40, Columbia Univ., Asst. Prof., Sch. of Educ., Col. of the City of New York, New York, N. Y., since 1931.
- *Reutter, E. Edmund, Jr., A.B.'44, Johns Hopkins Univ.; A.M.'48, Ph.D.'50, Tchrs. Col., Columbia Univ.; Asst. Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y.
- Rhind, Flora M., Secy., Rockefeller Foundation, New York, N. Y.
- Rhodes, Catharine L., B.A.'15, Vassar Col., M.A.'20, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Mount Vernon, N. Y., since 1941.
- Rice, Harvey Mitchell, A.B.'29, Concord Col., M.A.'33, W. Va. Univ., Ph.D.'38, Ohio State Univ.; Pres., New York State Col. for Tchrs. at Buffalo, Buffalo, N. Y., since 1951.
- Richards, J. A., Dir., Special Educ. Div., Executone, Inc., New York, N. Y.
- Richter, Carl H., B.S.'41, St. John's Univ.; M.A.'42, Tchrs. Col., Columbia Univ.; Asst. Supvg. Prin., Colerick Central Sch. Dist., Albany, N. Y., since 1953.
- Ring, Carlyle C., B.S.'22, Wesleyan Univ.; M.A.'29, Cornell Univ.; D.Ed.'40, New York Univ.; Supt. of Sch., since 1946 and Ptes., Jamestown Col., Jamestown, N. Y., since 1950.
- Riordon, Antoinette, A.B.'09, Columbia Univ.; A.M.'27, Tchrs. Col., Columbia Univ., Asst. Supt. of New York City Sch., Brooklyn, N. Y., since 1944.
- Ripston, (Mrs.) Edith T., Normal Classical '04, N. Y. State Tchrs. Col., Buffalo; Dir. of Pupil Personnel, Lewistown-Porter Central Sch., Youngstown, N. Y., since 1952.
- Rising, Lee Robert, B.S.'33, Springfield Col.; Prin., Grade and H. S., Minoa, N. Y., since 1944.
- Roberts, Lyle E., B.S.'25, N. Y. State Col. for Tchrs., Albany; M.A.'34, Cornell Univ., Supvg. Prin., Central Sch., Newcomb, N. Y., since 1925.
- Robertson, John W., B.S.'24, M.A.'32, Tchrs. Col., Columbia Univ.; Supvg. Prin., Floral Park Belletese Sch., Floral Park, N. Y., since 1929.
- Robinson, Carl L., B.A.'46, Col. of Wooster; M.A.'48, Ed.D.'51, Tchrs. Col., Columbia Univ., Admin. Asst., Pub. Sch., Mincola, N. Y., since 1951.
- Robinson, Robert Towne, A.B.'34, New York State Col. for Tchrs., Albany; M.S. in Ed.'38, Cornell Univ.; Supt. of Sch., Ticonderoga, N. Y., since 1933.
- Roda, Frank C., B.S.'26, M.A.'32, Tchrs. Col., Columbia Univ.; Supt. of Sch., Ogdensburg, N. Y., since 1939.
- Rodgers, William Hamilton, B.A.'28, Maryville Col.; Ed.M.'37, Harvard Univ.; Asst. Supt. of Sch., Scarsdale, N. Y., since 1950.
- Rogers, Virgil M., A.B.'20, Wofford Col.; A.M.'24, Western State Col. of Colo., Gunnison; Ed.D.'44, Tchrs. Col., Columbia Univ.; Pres., American Assn. of Sch. Admin., 1952-53; Dean, Sch. of Educ., Syracuse Univ., Syracuse, N. Y., since 1953.
- Ronne, Herman L., B.A.'16, Luther Col.; M.A.'30, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Valhalla, N. Y., since 1930.
- Rose, Clayton Earl, B.S.'24, Colgate Univ.; M.A.'30, Columbia Univ.; Admin. Asst. in chg. of Pub. Relations, N. Y. State Tchrs. Assn., Albany, N. Y.
- Rosecrance, Francis C., A.B.'20, Lawrence Col.; Ph.D.'36, Northwestern Univ.; Assoc. Dean of Instr., Sch. of Educ., New York Univ., New York, N. Y., since 1946.
- Rosen, Frances A., B.S.'39, State Tchrs. Col., Buffalo, N. Y.; Prin., Elem. Sch., East Aurora, N. Y., since 1939.
- Ross, Donald H., B.A.'36, N. J. State Tchrs. Col., Upper Montclair; M.A.'46, Ed.D.'50, Tchrs. Col., Columbia Univ.; Metropolitan Sch. Study Council, Tchrs. Col., Columbia Univ., since 1952. Address: 525 W. 120th St., New York 27, N. Y.
- Rounds, Lester E., B.A.'35, M.A.'42, Syracuse Univ.; Supvg. Prin. of Sch., Central Sch. Dist. 1, Suffern, N. Y., since 1951.
- Rugg, Harold, B.S.'08, C.E.'09, P.D.D.'33, Dartmouth Col.; Ph.D.'15, Univ. of Ill.; Ph.D.'37, Univ. of Tasmania (Australia); Prof. Emeritus, Tchrs. Col., Columbia Univ., Address: Woodstock, N. Y.

- Russell, James E., A.B.'38, Princeton Univ.; A.M.'40, Ph.D.'50, Columbia Univ.; Asst. Exec. Officer of the Citizenship Educ. Project and Asst. Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1950
- Russell, William F., A.B.'10, Cornell Univ.; Ph.D.'14, Columbia Univ.; LL.D.'28, George Washington Univ.; LL.D.'28, Univ. of Pittsburgh; LL.D.'29, Colby Col.; LL.D.'29, Columbia Univ.; Ed.D.'35, Colo. State Col. of Educ.; Paed.D.'39, Sofia; F.E.I.S.'47, Edinburgh; Pres., Tchrs. Col., Columbia Univ., New York, N. Y.
- Rutherford, Kenneth L., A.B.'16, Hobart Col.; M.A.'24, Tchrs. Col., Columbia Univ.; Supt. of Sch., Monticello, N. Y., since 1953.
- Ryan, Leo R., Ph.D.'35, Fordham Univ.; Prin., H. S., Forest Hills, N. Y., since 1941.
- Ryan, Louise T., Ed.D.'50, New York Univ.; Asst. Supt. of Sch., Richmond Hill, N. Y., since 1950.
- Sabin, Charles E., B.S. in Ed.'26, N. Y. State Col. for Tchrs.; Supt. of Sch., Watertown, N. Y., since 1933.
- Salten, David George, B.S.'33, Washington Square Col., New York Univ.; M.A.'39, Columbia Univ.; Ph.D.'44, New York Univ.; Supt. of Sch., Long Beach, N. Y., since 1950.
- Saltsman, Edward A., B.S.'31, Mount Union Col.; M.A.'34, Univ. of Pittsburgh, Field Rep., U. S. Office of Educ., Region 11, 42 Broadway, New York, N. Y., since 1952.
- *Sampson, James J., B.S. in Ed.'38, State Tchrs. Col., Salem Mass.; M.Ed.'46, State Tchrs. Col., Bridgewater, Mass.; Ed.D.'50, Columbia Univ.; Prof. of Educ., State Univ. of New York, State Tchrs. Col., Oneonta, N. Y.
- Sanborn, Philip E., A.B.'35, Colgate Univ.; M.A.'46, N. Y. Univ.; Ed.D.'52, Columbia Univ.; Supvg. Prin. of Union Free Sch. Dist. 2, Irvington, N. Y., since 1952.
- Satterlee, O. Ward, B.S.'29, N. Y. State Tchrs. Col., Buffalo; M.A.'34, Ed.D.'49, Tchrs. Col., Columbia Univ.; Dir., Elem. Educ., State Univ. Tchrs. Col., Potsdam, N. Y., since 1947.
- Scarborough, Truman G., B.A.E.'37, M.A.E.'47, Univ. of Fla.; Supvg. Prin., U. S. Naval Operating Base Schs., Box 50, Navy 115, c/o Fleet P.O., New York, N. Y., since 1951.
- Scheller, John, Prin. of Amherst Central Sch., Snyder, N. Y.
- Schindele, (Mrs.) May F., Prin. of Pnb. Sch. 185, Brooklyn, N. Y., since 1945.
- Schmidt, A. W., A.B.'20, Cornell Col.; M.A.'26, Ph.D.'32, Tchrs. Col., Columbia Univ.; Asst. Commr. for Finance and Sch. Admin. Serv., State Educ. Dept., Albany, N. Y., since 1940.
- *Schreiber, Paul D., B.S.'12, Bucknell Univ.; Supt. of Sch., Port Washington, N. Y., 1920-53 (retired). Address: 19 Dolphin Green, Port Washington, N. Y.
- Schroeder, Herbert W., B.A.'33, Gettysburg Col.; M.A.'35, Univ. of Vt.; Supvg. Prin., Cato-Meridian Central Sch., Cato, N. Y., since 1951.
- Schultz, Frederick, Ph.B.'22, Univ. of Chicago; A.M.'24, Columbia Univ. Address: P.O. Box 931, G.P.O., New York, N. Y.
- Schweickhard, Philip, B.S. in Ed.'17, Univ. of Chicago; Supvg. Prin., Amherst Central H. S., Snyder, N. Y., since 1930.
- Scott, Julius E., A.B.'26, Ark. State Tchrs. Col., Conway; A.M.'29, Tchrs. Col., Columbia Univ.; D.Sc.'45, Alma Col.; Supt. of Sch., Peekskill, N. Y., since 1935.
- Seamans, Herbert L., A.B.'13, Fairmont Col.; M.A.'28, Yale Univ.; Ed.D.'47, Stanford Univ.; Dir., Commn. on Educ. Organizations, Natl. Conference of Christians and Jews, 381 Fourth Ave., New York 16, N. Y., since 1939.
- Sears, Fred R., Member, Bd. of Educ., Central Sch., North Syracuse, N. Y., since 1938.
- Seidin, Joseph, Ph.D.'31, Columbia Univ.; Dean, Grad Sch., Alfred Univ., Alfred, N. Y., since 1947.
- Seifert, Leland B., A.B.'34, M.S.'40, Syracuse Univ.; Prin., H. S., Haverstraw, N. Y., since 1947.
- Seyvern, William E., B.S.'22, Allegheny Col.; M.A.'35, Columbia Univ.; Supt. of Sch., Corning, N. Y., since 1929.
- Seymour, Howard Carleton, A.B.'27, Middlebury Col.; Ed.M.'31, Ed.D.'40, Harvard Univ.; Asst. Supt. in chg. of Guidance Serv., Rochester, N. Y., since 1951.
- Shack, Jacob H., B.A.'24, City Col. of the City of N. Y.; M.A.'28, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Curriculum Div., New York City Sch., Brooklyn, N. Y., since 1951.
- Sharp, J. Stanley, B. Arch.'36, N. Y. Univ.; A.I.A.'44; Partner, Ketchum, Gins and Sharp, New York, N. Y.
- Shattuck, Ralph L., B.Litt.'28, Emerson Col.; M.Ed.'45, Univ. of Buffalo; Supt. of Sch., Middletown, N. Y., since 1949.
- Shaw, Archibald Boyden, B.S. in Ed.'29, Mass. State Tchrs. Col., Bridgewater; M.Ed.'40, Boston Univ.; Supt. of Sch., Scarsdale, N. Y., since 1949.
- Shost, Thomas D., A.B.'31, Colgate Univ.; A.M.'34, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Cornwall, N. Y., since 1946.
- Simonson, Jacob, B.S. in Ed.'35, M.A. in Ed.'39, N. Y. Univ.; Prin., Food Trades Voc. H. S., New York, N. Y., since 1943.
- Sinclair, C. Deane, B.S.'28, Middlebury Col.; M.S. in Ed.'43, Syracuse Univ.; Supvg. Prin. of Sch., Cherry Valley, N. Y., since 1952.
- Smith, Andrew J., A.B.'25, Dickinson Col.; A.M.'40, Cornell Univ.; Supvg. Prin., Central Sch., Union Springs, N. Y., since 1931.
- Smith, Calvin U., B.S.'28, St. Lawrence Univ.; M.A.'33, New York Univ.; Dist. Supt. of Sch., Painted Post, N. Y., since 1931.
- Smith, Carl D., B.H.'14, Springfield Col.; Ed.M.'25, Harvard Univ.; LL.D.'41, Adrian Col.; Dir. of Educ., since 1945, and Dir. of Research and Educ. Credit Research Foundation, New York, N. Y., since 1949.
- Smith, Dana H., Ph.B.'27, Muhlenberg Col.; M.A.'33, New York Univ.; Supvg. Prin., Union Free Sch. Dist. 7, Bellmore, Long Island, N. Y., since 1946.
- Smith, Herford A., B.S.'29, M.S. in Ed.'34, N. Y. State Tchrs. Col., Albany; Dist. Supt. of Sch., East Greenbush, N. Y., since 1934.

NEW YORK

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- Smith, Nila B., B.A.'28, Univ. of Chicago; M.E.'30, Ph.D.'33, Tchrs. Col., Columbia Univ.; Prof. of Educ., Reading Inst., New York Univ., New York, N. Y., since 1949.
- Smith, R. Jackson, B.A.'36, Dartmouth Col.; B.Arch.'46, Yale Univ.; Architect, Eggers and Higgins, 100 E. 42nd Street, New York, N. Y., since 1939.
- Smith, Sim Joe, A.B.'15, Trinity Univ.; LL.B.'21, Univ. of Texas; M.A.'27, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., New Rochelle, N. Y., since 1930.
- Smith, Walter R., A.B.'27, Western Md. Col.; M.A.'29, Columbia Univ.; Supt. of Sch., Glen Cove, N. Y., since 1950.
- Snyder, Dudley C., B.A.'32, Pa. State Col.; M.A.'38, New York Univ.; Dist. Supvg. Prin. of Sch. Dist. 24, Valley Stream, N. Y., since 1938.
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- Southworth, John Van Duyn, B.A.'26, Harvard Univ.; M.A.'36, Tchrs. Col., Columbia Univ.; Vicepres. and Treas., Iroquois Pub. Co., Inc., Syracuse, N. Y., since 1945.
- Sparks, Fred L., Jr., B.S. in Ed.'33, Clemon Col.; M.A.'38, Gallaudet Col.; Supt., The Central N. Y. Sch. for the Deaf, Rome, N. Y., since 1946.
- Spence, Ralph B., A.B.'22, Univ. of Wis.; A.M.'24, Ph.D.'27, Tchrs. Col., Columbia Univ.; Prof. of Educ., since 1937 and Exec. Officer, Advanced Sch. of Educ., since 1950, Tchrs. Col., Columbia Univ., New York, N. Y.
- Spencer, Cecil F., B.S. in Ed.'33, M.A.'37, New York Univ.; Dist. Prin. of Sch., Franklin Square, L. I., N. Y., since 1936.
- Spinning, James M., A.B.'13, Univ. of Rochester; Supt. of Sch., Rochester, N. Y., since 1933.
- Sprague, Raymond B., B.S. in Ed.'26, Rutgers Univ.; M.A.'30, Columbia Univ.; Supvg. Prin., North Side Sch., East Williston, L. I., N. Y., since 1925.
- *Spry, Edward W., A.B.'11, A.M.'22, Univ. of Rochester. Address: Summit Road, Le Roy, N. Y.
- Stahlman, Elmer E., A.B.'25, M.A.'36, N. Y. State Tchrs. Col., Albany; Dist. Prin. of Central Sch., Averill Park, N. Y., since 1929.
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- Steel, Sanger B., B.A.'40, Williams Col.; M.Ed.'47, Grad. Tchrs. Col. of Wmnetka; Prin. of Craig Sch., Schenectady, N. Y., since 1953.
- Steeves, Willard W., M.Ed.'44, St. Lawrence Univ.; Supvg. Prin. of Sch., West Winfield, N. Y., since 1947.
- Stelling, A. Carl, Landscape Archt. to Sch., 127 East 39th St., New York, N. Y.
- Stevens, Francis L., B.S.'26, Union Col.; M.A.'38, Columbia Univ.; Supvg. Prin., Burnt Hills-Ballston Lake Central Sch., Ballston Lake, N. Y., since 1938.
- Stewart, Kenneth, B.C.S.'27, B.S.'36, M.A.'42, New York Univ.; Prin., Union Free Sch., Staatsburg, N. Y., since 1941.
- Stewart, R. E., Mgr., Adding Machine Div., Underwood Corp., New York, N. Y.
- Stokes, Charles W., B.S.'33, Harvard Univ.; M.A.'39, Ed.D.'49, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Central Sch., Mahopac, N. Y., since 1951.
- Storm, Harold C., B.S.'32, M.A.'34, New York Univ.; Prin., Arlington H. S., Poughkeepsie, N. Y.
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- Story, George O., M.S.'41, N. Y. State Tchrs. Col., Albany; Supvg. Prin., Central Rural Sch. Dist. 1, Oriskany, N. Y., since 1946.
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- *Strayer, George D., A.B.'03, Johns Hopkins Univ.; Ph.D.'05, Columbia Univ.; LL.D.'25, Col. of William and Mary; Litt.D.'29, Columbia Univ.; LL.D.'30, Bucknell Univ.; LL.D.'49, Univ. of Calif.; Pres., Natl. Educ. Assn., 1918-19; Chmn., Commn. on the Emergency in Educ. of the Dept. of Superintendence and the Natl. Educ. Assn., 1918-23; Honorary Life Member, American Assn. of Sch. Admin.; Prof. Emeritus, Tchrs. Col., Columbia Univ., New York, N. Y., since 1943.
- Streeter, Robert A., B.S.'25, Univ. of Pa.; M.A.'33, N. J. State Tchrs. Col., Upper Montclair; Citizenship Educ. Project, Tchrs. Col., Columbia Univ., New York, N. Y.
- Strough, Lyndon H., B.S.'18, Colgate Univ.; M.A.'42, Niagara Univ.; Supt. of Sch., Rome, N. Y., since 1945.
- Stuart, Alden T., B.S.'29, St. Lawrence Univ.; M.S. in Ed.'37, Cornell Univ.; Supt. of Sch., Wellsville, N. Y., since 1946.
- Stuart, John Goodspeed, B.A.'49, Univ. of Denver; M.A.'52, Tchrs. Col., Columbia Univ.; Circulation Dir., *The School Executive*, New York, N. Y., since 1952.
- Studebaker, John W., A.B.'10, Leander Clark Col.; A.M.'17, Columbia Univ.; LL.D.'34, Drake Univ.; LL.D.'38, Muhlenberg Col.; LL.D.'45, Univ. of Md.; LL.D.'48, Boston Univ.; Vicepres., *Scholastic Magazines*, New York, N. Y.
- Studwell, Harold F., B.S.'22, St. Lawrence Univ.; M.A.'27, Columbia Univ.; Ed.D.'39, New York Univ.; Supt. of Sch., East Rockaway, N. Y., since 1925.
- Suerken, Ernst Henry, A.B.'30, A.M.'31, Cornell Univ.; M.A.'42, State Tchrs. Col., Montclair, N. J.; Supvg. Prin., The Echo Hills Sch., Union Free Sch. Dist. 11, Greenburgh, Dobba Ferry, N. Y.
- Sullivan, Rose Mary, M.Ed.'43, Tchrs. Col., Columbia Univ.; Prin., Jefferson Sch., New Rochelle, N. Y., since 1943.

- Sullivan, W. Cassel, A.B.'30, Salem Col., W. Va.; M.A.'49, Tchrs. Col., Columbia Univ.; Supvg. Prin., Union Free Sch. Dist. 7, Centerport, N. Y., since 1951.
- Swartz, David J., B.A.'20, City Col. of the City of N. Y.; M.A.'22, Tchrs. Col., Columbia Univ.; Ph.D.'26, Fordham Univ.; Admin. Asst. to the Supt. of Sch., Brooklyn, N. Y., since 1947.
- Sweeting, (Mrs.) Stella M., D.Ed.'39, New York Univ.; Prin. of Jr. H. S., New York, N. Y., since 1946.
- Tarr, L. Ernest, B.C.S.'28, Rider Col.; B.S.'37, M.S.'40, Syracuse Univ.; Supvg. Prin. of Central Sch., Wilson, N. Y., since 1945.
- Taylor, Earl A., B.A.'28, M.A.'29, Univ. of Texas; Ed.D.'43, New York Univ.; Dir., Washington Square Reading Center, New York, N. Y., since 1943.
- Taylor, Lee, B.A.'42, Washington Missionary Col.; M.A.'48, Northwestern Univ.; Supt. of Seventh-Day Adventist Parochial Sch., Woodside, N. Y.
- *Templeton, Arthur, B.S.'35, New York Univ.; M.A.'43, Ed.D.'51, Tchrs. Col., Columbia Univ.; Admin. Asst., Bd. of Educ., Yonkers, N. Y., since 1950.
- Terino, Anthony E., M.A.'37, Tchrs. Col., Columbia Univ.; State Supvr. of Sec. Educ., N. Y. State Educ. Dept., Albany, N. Y., since 1950.
- Terry, Daniel R., B.A.'31, Cornell Univ.; M.A.'36, Columbia Univ.; Supvg. Prin. of Pub. Sch., Roosevelt, N. Y., since 1949.
- Thomas, George I., B.Ed.'37, Tchrs. Col. of Conn.; M.A.'40, Ed.D.'51, Tchrs. Col., Columbia Univ.; Dir. of the Practice Sch., N. Y. State Tchrs. Col., New Paltz, N. Y., since 1952.
- Thomas, Harrison C., B.A.'09, Hamilton Col.; Ph.D.'19, Columbia Univ.; Asst. Supt., N. Y. City High Schs., Brooklyn, N. Y., since 1946.
- Thomas, John B., M.A.'32, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Riverhead, N. Y., since 1938.
- Thompson, Robert S., LL.B.'12, Univ. of Mich.; A.B.'25, Univ. of Denver; Ph.D.'30, Columbia Univ.; Dean, State Tchrs. Col., Fredonia, N. Y., since 1948.
- Thomson, F. Edward, M.A.'35, N. Y. State Col. for Tchrs., Albany; Supvg. Prin., Royalton-Hartland Central Sch., Middleport, N. Y., since 1945.
- Tilroe, Dexter G., A.B.'30, Syracuse Univ.; Ph.D.'52, New York Univ.; Supvr. of Sec. Educ., State Dept. of Educ., Albany, N. Y., since 1949.
- *Tompkins, Clarence H., B.S.E.'45, Univ. of Tenn.; M.A.'46, Tchrs. Col., Columbia Univ.; Research Asst., Pub. Educ. Assn., New York, N. Y., since 1950.
- Trapasso, Anthony J., B.A.'22, Prin. Prof. Diploma '22, Columbia Univ.; M.A.'32, Tchrs. Col., Columbia Univ.; Supvg. Prin., White Plains, N. Y., since 1932.
- Trehanne, Thomas O., B.S.'24, Denison Univ.; M.S.'28, Ohio State Univ.; Lansingburgh Dist. Supt. of Sch., Troy, N. Y., since 1942.
- Trippensee, Arthur E., B.A.'24, Univ. of Mich.; M.A.'32, Ph.D.'48, Yale Univ.; Supt. of Sch., Medina, N. Y., since 1935.
- Turbin, Elizabeth E., B.S.'34, M.A.'36, New York Univ.; Dir. of Elem. Educ., Pub. Sch., Yonkers, N. Y., since 1944.
- Turner, Francis A., B.A.'19, City Col. of the City of New York; M.A.'38, New York Univ.; Asst. Dir. of Community Educ., New York City Sch., Brooklyn, N. Y., since 1947.
- Tuttle, Albert E., A.B. and Ped.B.'15, Syracuse Univ.; M.A.'22, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Mamaroneck, N. Y., 1936-53 (retired).
- Tuttle, Frederick B., A.B.'30, Ph.D.'42, Yale Univ.; Prin. of Laboratory Sch., Prof. of Educ., and Dir. of Summer Session, State Univ. Tchrs. Col., Plattsburgh, N. Y., since 1952.
- Tyson, Levering, A.B.'10, Litt.D.'30, Gettysburg Col.; A.M.'11, Columbia Univ.; LL.D.'37, Lehigh Univ.; LL.D.'39, Franklin and Marshall Col.; LL.D.'42, Moravian Col.; Dir., Div. of Intellectual Cooperation, Natl. Com. for a Free Europe, Inc., and Pres., Free Europe Univ. in Exile, 110 West 57th St., New York, N. Y., since 1951.
- Udall, Richard M., A.B.'23, Dartmouth Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Prin., Central H. S., Valley Stream, L. I., N. Y., since 1946.
- Van Arnam, D. P., Supt. of Sch., Troy, N. Y.
- Van Cott, Harrison H., B.S.'06, Tchrs. Col., Columbia Univ.; M.A.'19, N. Y. State Col. for Tchrs., Albany; Ph.D.'33, New York Univ.; Chief, Bureau of Instr. Supvn. for Sec. Educ., and Dir., Div. of Sec. Educ., State Educ. Dept., Albany, N. Y.
- Vanderhoef, W. Howard, B.S.'16, Colgate Univ.; M.A.'29, Columbia Univ.; Supt. of Sch., Hamburg, N. Y., since 1940.
- Van Kleeck, Edwin R., A.B.'27, N. Y. State Col. for Tchrs., Albany; A.M.'33, Cornell Univ.; Ph.D.'37, Yale Univ.; Asst. State Commr. of Educ., State Educ. Dept., Albany, N. Y., since 1941.
- Van Ness, Carl Condit, A.B.'16, Columbia Univ.; Mag. Editor, Educ. Book Dept., Appleton-Century-Crofts, Inc., New York, N. Y., since 1922.
- Van Wile, Claude, B.A.'21, Colgate Univ.; M.A.'35, New York State Col. for Tchrs., Albany; Supt. of Sch., Saratoga Springs, N. Y., since 1945.
- Veit, William A., Jr., B.E.E.'40, Polytech. Inst. of Brooklyn; M.A.'50, New York Univ.; Deputy Chief Archt., Bureau of Construction, Bd. of Educ., New York City Sch., Brooklyn, N. Y., since 1952.
- Vincent, William S., A.B.'36, Col. of William and Mary; A.M.'40, Ph.D.'44, Columbia Univ.; Tchrs. Col., Columbia Univ., New York, N. Y.
- Wade, John E., B.S.'97, Col. of the City of N. Y.; A.M.'02, Columbia Univ.; Supt. of New York City Sch., 1942-47 (retired). Address: 390 West End Ave., New York, N. Y.
- Wagner, Paul B., B.S.'30, Wheaton Col. (Ill.); M.S.'37, Syracuse Univ.; Vice Prin. of H. S., North Syracuse, N. Y., since 1930.
- *Wagner, Thomas J., A.B.'10, Franklin and Marshall Col.; A.M.'13, Tchrs. Col., Columbia Univ.; Pd.D.'23, New York Univ. Address: Croton-on-Hudson, N. Y.

- Walton, Westley Wills, B.S.'39, N. J. State Tchrs. Col., Glassboro, Ed.M.'49, Ed.D.'53, Duke Univ., Genl. Tr. Officer, Army Participation Group, Navy Special Devices Center, Port Washington, N. Y., since 1951.
- Ward, Harry B., B.S.'25, Hobart Col., M.A. in Ed.'35, Cornell Univ.; Supt., Sch. Dist. 1, Suffolk Co., Riverhead, N. Y., since 1941.
- Warren, Arthur E., A.B.'23, Hamilton Col.; M.A.'31, Tchrs. Col., Columbia Univ.; Supt. of Sch., Canandaigua, N. Y., since 1940.
- Warren, Carl V., B.S.'23, Hamilton Col.; M.A.'32, Columbia Univ., Supt. of Sch., Huntington, N. Y., since 1949.
- Watkin, Earl P., Ph.B.'12, Ph.M.'17, Hamilton Col., M.A.'30, Columbia Univ., Ed.D.'39, New York Univ.; Supt. of Sch., Ithaca, N. Y., since 1923.
- Webb, Everett S., A.B.'24, Amherst Col., M.A.'28, Cornell Univ.; Supvg. Prin. of Sch., Hartsdale, N. Y., since 1940.
- Weil, Truda T., B.S.'20, M.A.'30, New York Univ.; Asst. Supt. of New York City Sch., New York, N. Y.
- Wells, Leon Jay, B.A.'28, Cornell Univ.; M.A.'30, Tchrs. Col., Columbia Univ.; M.S.'43, New York Univ., Supt. of Sch., South Fallsburgh, N. Y., since 1946.
- Welch, Earl E., B.A.'23, State Univ. of Iowa; Ph.M.'33, Univ. of Wis.; Editor-in-Chief, Silver Burdett Co., New York, N. Y., since 1940.
- Wenzl, Theodore C., C.E.'31, Rensselaer Polytech. Inst., Troy, N. Y.; M.A.'36, N. J. State Tchrs. Col., Upper Montclair, Ed.D.'40, Tchrs. Col., Columbia Univ., Chief, Bureau of Apportionment, N. Y. State Educ. Dept., Albany, N. Y., since 1945.
- Westervelt, Ralph Vincent, B.S.'36, Ithaca Col.; M.A.'43, Columbia Univ.; Supvg. Prin. of Guilderland Central Sch., Guilderland Center, N. Y., since 1946.
- Whalen, Frank D., A.B.'13, St. Joseph's Col., M.A.'30, Ph.D.'33, Fordham Univ.; Asst. Supt. of Sch., New York, N. Y., since 1941.
- Wheaton, Gordon A., B.S.'42, Ithaca Col.; M.A.'47, Ed.D.'51, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Monroe-Woodbury Central Sch. Dist. 1, Monroe, N. Y., since 1953.
- Wightman, Vernon E., M.A.'40, New York Univ.; Supt. of Sch., Bath, N. Y., since 1942.
- *Wilber, (Mrs.) Esther R., 11 Ford Ave., Oneonta, N. Y.
- Wiles, Marion Elizabeth, B.S.'29, Columbia Univ., Ed.M.'36, Ed.D.'40, Harvard Univ.; Admin. Asst. to Supt. of Sch., Great Neck, N. Y., since 1945.
- Wiley, Robert H., M.A.'35, Columbia Univ.; Supt. of Sch., Spring Valley, N. Y., since 1949.
- Wilhousky, Peter J., B.S.'36, Juilliard Sch. of Music, Asst. Dir. of Music, New York City Bd. of Educ., Brooklyn, N. Y., since 1940.
- Williams, Roscoe L., B.A.'30, Union Col. (N. Y.), M.A.'38, N. Y. State Tchrs. Col., Albany; Supvg. Prin. of Central Sch., Red Hook, N. Y., since 1948.
- Williamson, Pauline Brooks, Secy., American Assn. for Gifted Children, New York, N. Y., since 1947.
- Wilson, L. A., D.Sc.'26, Stout Inst.; LL.D.'34, Alfred Univ.; LL.D.'42, Syracuse Univ.; Commr. of Educ., State Educ. Dept., Albany, N. Y., since 1950.
- Wilson, Walter S., B.S.'27, Colgate Univ.; M.A.'32, St. Lawrence Univ.; Supt. of Sch., Massena, N. Y., since 1947.
- Wilson, William Keith, A.B.'20, Rio Grande Col.; M.A.'24, Ph.D.'33, Ohio State Univ.; Consultant, Sch. Plant Surveys, Rensselaer, N. Y., since 1952.
- Winsor, A. Leon, Ph.D.'29, Cornell Univ.; Dir. of Sch. of Educ., Cornell Univ., Ithaca, N. Y., since 1945.
- Wise, James Waterman, Dir., Council Against Intolerance in America, 17 E. 42nd St., New York 17, N. Y.
- Wood, Harold B., A.B.'24, Hiram Col.; A.M.'29, Univ. of Chicago; Ph.D.'44, Syracuse Univ.; Supvg. Prin. of H. S., Brewster, N. Y., since 1951.
- Woodruff, Robert B., B.S.'32, Springfield Col., M.A.'33, St. Lawrence Univ.; Supvg. Prin. of Sch., Van Hornesville, N. Y., since 1942.
- *Woolatt, Lorne Hedley, B.A.'30, B.Ed.'39, M.Ed.'44, Univ. of Saskatchewan; Ph.D.'48, Columbia Univ.; Research Asso., Inst. of Admin. Research, Tchrs. Col., Columbia Univ., New York, N. Y., since 1946.
- Worboys, Herbert J., A.B.'28, Hamilton Col.; M.A.'39, Columbia Univ.; Supvg. Prin., Honeoye Falls, N. Y., since 1929.
- Wormley, Donald S., A.B.'30, Susquehanna Univ., M.A.'39, Bucknell Univ.; Asst. Prin. of Union Free Sch. Dist. 2, Irvington, N. Y.
- Wright, Harold W., M.A.'28, New York Univ.; M.A.'38, Columbia Univ.; Supvg. Prin., Sewanhaka H. S., Floral Park, N. Y., since 1947.
- Wrightstone, J. Wayne, B.S.'25, Univ. of Pa., M.A.'28, N. Y. Univ., Ph.D.'33, Tchrs. Col., Columbia Univ.; Dir., Bureau of Educ. Research, Bd. of Educ., 110 Livingston St., Brooklyn, N. Y., since 1949.
- Wyler, Rose, A.B.'29, Barnard Col.; A.M.'31, Tchrs. Col., Columbia Univ.; Science Editor, Julian Messner, Inc., New York, N. Y., since 1952.
- Wyno, Dale Richard, B.S. in Ed.'39, M.S. in Ed.'46, Bucknell Univ.; Ed.D.'52, Tchrs. Col., Columbia Univ.; Coordinator of Admin. Internships, Tchrs. Col., Columbia Univ., New York, N. Y., since 1952.
- *Wynstra, Stanley S., B.A., M.A. in Ed.'47, Univ. of Wash.; Ed.D.'49, Tchrs. Col., Columbia Univ.; Supt. of Sch., Yonkers, N. Y., since 1950.
- York, Arthur C., B.S.'32, State Tchrs. Col., Buffalo, N. Y.; M.A.'36, Univ. of Rochester; Prin., Amherst 13 Elem. Sch., Eggenstonville, N. Y., since 1941.
- *Young, William E., A.B.'24, Bates Col.; M.A.'28, Ph.D.'30, State Univ. of Iowa; Dir. of Elem. Educ., State Educ. Dept., Albany, N. Y., since 1938.
- Zakary, Robert F., B.S.'34, N. Y. State Col. for Tchrs.; M.A.'36, Tchrs. Col., Columbia Univ.; Supvg. Prin., North Merrick Sch., Merrick, N. Y., since 1944.

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- Christian Brothers Academy, 421 E. Willow St., Syracuse, N. Y.
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- Columbia Univ., Tchrs. Col., Library, 525 W. 120th St., New York, N. Y.
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- Hill and Knowlton, Inc., Educ. Dept. Address: Empire State Bldg., New York, N. Y.
- Hornell Tchrs. Assn., c/o The President, Hornell, N. Y.
- Jamestown Teachers Association, c/o Madeleine C. Rogers, Jamestown H. S., Jamestown, N. Y.
- Johnson City Teachers Association, H. S., Johnson City, N. Y.
- Knappe and Johnson, Architects, 390 East 150th St., New York 55, N. Y.
- National Society for the Prevention of Blindness, 1790 Broadway, New York 19, N. Y.
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- *Campbell, O. K., A.B., Southeastern State Col., Durant, Okla., M.A.'33, Tchrs. Col., Columbia Univ., P. O. Box 4104, Duke Univ. Station, Durham, N. C.
- Cannon, Lewis S., Master's in Sch. Admin., '42, Univ. of N. C.; Supt. of City Sch., Firehurst, N. C., since 1947.

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- Carpenter, N. H., B.A.'35, Lenoir-Rhyne Col.; M.A.'41, Duke Univ.; Supt. of Sch., Elkin, N. C., since 1945.
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- Cooke, Dennis H., A.B.'25, M.Ed.'28, Duke Univ.; Ph.D.'30, George Peabody Col. for Tchrs.; Pres., High Point Col., High Point, N. C., since 1949.
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- Denning, J. T., B.A.'36, Atlantic Christian Col.; Supt. of Sampson Co. Sch., Clinton, N. C., since 1953.
- Douglas, Clarence DeWitt, A.B.'20, Duke Univ.; Controller, State Bd. of Educ., Raleigh, N. C.
- Dudley, Walter R., A.B.'37, Chowan Col.; Master's '42, Univ. of N. C.; Supt. of City Sch., Red Springs, N. C., since 1944.
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- Gilliam, Sam, B.A.'24, Univ. of N. Mex.; Reservation Prin., Cherokee Indian Agency, Cherokee, N. C., since 1936.
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- Grigg, Jasper Horace, A.B.'16, Duke Univ.; Cleveland Co. Supt. of Sch., Shelby, N. C., since 1926.
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- Hagaman, J. G., B.S.'34, Appalachian State Tchrs. Col.; M.Ed.'40, Duke Univ.; Supt. of Sch., Lenoir, N. C., since 1951.
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- Irwin, Harry P., Jr., A.B.'43, Univ. of Del.; M.Ed.'50, Duke Univ.; Grad. Student, Duke Univ., Durham, N. C. Address: 2411 University Dr., Durham, N. C.
- Jenklos, Wade M., Dir., Div. of Textbooks, State Bd. of Educ., Raleigh, N. C., since 1945.

- Johnson, Daniel Sloan, A.B.'24, M.A.'29, Duke Univ.; Supt. of City Sch., Rocky Mount, N. C., since 1949.
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- *Roland, H. M., A.B.'20, Wake Forest Col.; Co. Supt. of Sch., Wilmington, N. C., since 1936.
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- Rosenstengel, William E., B.S. in Ed.'23, Northeast Mo. State Tchrs. Col., Kirksville; M.A.'27, Ph.D.'31, Univ. of Mo.; Prof. of Educ., Univ. of N. C., Chapel Hill, N. C., since 1941.
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- Shelton, Nollie W., B.S.'31, Col. of William and Mary; M.A.'37, Univ. of N. C.; Hyde Co. Supt. of Sch., Swan Quarter, N. C., since 1941.
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- Sipe, Gene C., A.B.'30, M.A.'39, Univ. of N. C.; Supt. of City Sch., Clinton, N. C., since 1947.
- Smith, Budd E., A.B. in Ed.'31, M.A.'34, Ph.D.'42, Univ. of N. C.; Pres., Wingate Jr. Col., Wingate, N. C., since 1953.
- Smith, Benjamin L., A.B.'16, M.A.'37, Duke Univ.; Supt. of Sch., Greensboro, N. C., since 1936.
- Spikes, L. E., A.B.'24, M.Ed.'34, Duke Univ.; M.A.'39, Columbia Univ.; Ph.D.'42, George Peabody Col. for Tchrs., Supt. of Sch., Burlington, N. C., since 1936.
- Steere, Arthur, A.B.'25, Elon Col., M.Ed.'42, Univ. of N. C.; Asst. Co. Supt. of Sch., Winston-Salem, N. C., since 1949.
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- Tarleton, J. J., A.B.'25, Wake Forest Col., Co. Supt. of Sch., Rutherfordton, N. C., since 1934.
- Taylor, D. Wayne, A.B.'48, Elon Col.; M.Ed.'51, Univ. of N. C.; Asst. Supt., Rockingham Co. Sch., Reidsville, N. C., since 1951.
- Teachey, Guy B., A.B.'35, M.A.'45, Univ. of N. C.; Supt. of City Sch., Asheboro, N. C., since 1947.
- Terrill, W. B., A.B.'25, Elon Col.; Warren Co. Supt. of Sch., Warrenton, N. C., since 1948.
- Tharrington, Bruce H., A.B.'32, M.A.'40, Univ. of N. C.; Supt. of Surry Co. Sch., Dobson, N. C., since 1953.
- Veasey, Wesley F., B.A.'25, M.A.'45, Univ. of N. C.; Supt. of Beaufort Co. Sch., Washington, N. C., since 1947.
- Ward, Marvin M., B.S.'34, Appalachian State Tchrs. Col., Boone, N. C.; M.A.'40, Univ. of N. C.; Admin. Asst. to Supt. of Sch., Winston-Salem, N. C., since 1949.
- Waters, Fred M., A.B.'16, Wabash Col., M.A.'28, State Col. of Univ. of N. C.; Supt. of City Sch., Gaithersburg, N. C., since 1945.
- Weaver, Lucius Stacy, A.B.'24, Duke Univ.; M.A.'32, Columbia Univ.; Supt. of Sch., Durham, N. C., since 1947.
- Weaver, Philip J., A.B.'34, Duke Univ.; A.M.'37, Univ. of N. C.; Asst. Supt. of Sch., Greensboro, N. C., since 1951.
- West, Edwin Arthur, A.B.'24, Davidson Col.; M.A.'40, Univ. of N. C.; Supt. of Sch., Washington, N. C., since 1946.
- White, J. Hugh, A.B.'22, Guilford Col.; Dist. Prin., Mineral Spring Sch., Winston-Salem, N. C., since 1927.
- Willard, George S., Jr., A.B.'37, East Carolina Tchrs. Col.; Master's '42, N. C. State Col.; Prin., Charles L. Coon H. S., Wilson, N. C., since 1945.

- Workman, John H., A.B.'13, M.A.'32, Ph.D.'35, Univ. of N. C.; Head, Economics Dept., Appalachian State Tchrs. Col., Boone, N. C., since 1946.
- Yount, Marvin Edward, Sr., A.B.'11, Concordia Col.; M.A.'43, George Peabody Col. for Tchrs.; LL.D.'50, Elon Col.; Alamance Co. Supt. of Sch., Graham, N. C., since 1927.

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- Aasmunstad, P. O., B.A.'38, N. Dak. State Tchrs. Col., Minot; M.S.'48, Univ. of N. Dak.; Supt. of Sch., McClusky, N. Dak., since 1947.
- Appel, G. E., B.A.'42, N. Dak. State Tchrs. Col., Valley City; M.S.'49, Univ. of N. Dak.; Supt. of Sch., Cooperstown, N. Dak., since 1953.
- Arnason, A. F., B.S.'29, M.A.'35, Univ. of N. Dak., LL.D.'48, Jamestown Col.; Commr. of Higher Educ., State Dept. of Pub. Instr., Bismarck, N. Dak., since 1943.
- Arveson, Raymond G., B.A.'42, N. Dak. State Tchrs. Col., Mayville; M.A.'48, Univ. of Minn.; Supt. of Sch., Leeds, N. Dak., since 1945.
- Babitzke, Walt E., Ph.B.'50, Univ. of N. Dak.; Supt. of Special Sch. Dist. E., Edmore, N. Dak., since 1952.
- Bangs, R. W., M.S.'47, Univ. of N. Dak.; Supt. of Sch., Bottineau, N. Dak., since 1949.
- Bensell, Arthur S., A.B.'34, Heidelberg Col.; Supt. of Sch., Elbowoods, N. Dak., since 1951.
- Bishop, R. S., M.S.'47, N. Dak. Agri. Col.; Supt. of Special Sch. Dist. 13, Hebron, N. Dak., since 1947.
- Bjerke, Dean M., B.A.'49, Concordia Col.; Supt. of Sch., Manvel, N. Dak., since 1953.
- Bjork, Atton J., B.A.'38, State Tchrs. Col., Valley City, N. Dak.; Ed.D.'42, Tchrs. Col., Columbia Univ., Assoc. Prof. of Sec. Educ. and Admin., Univ. of N. Dak., Grand Forks, N. Dak., since 1946.
- Branchaud, Ralph J., B.A.'37, Ripon Col.; M.S. in Ed.'53, Univ. of N. Dak.; Supt. of Baxter Sch. Dist. 3, St. John, N. Dak., since 1953.
- Crank, Charles E., M.S. in Ed.'43, Univ. of Idaho; Supt. of Sch., Garrison, N. Dak., since 1940.
- Cummings, Nathan W., B.A. Ed.'28, N. Dak. State Tchrs. Col., Valley City; Supt. of Sch., Oakes, N. Dak., since 1951.
- Dalager, Paul A., B.A.'20, St. Olaf Col.; Exec. Secy., N. Dak. Educ. Assn., Bismarck, N. Dak., since 1946.

- Davis, Lloyd S., B.A.'45, Pacific Union Col.; Prin., Sheyenne River Acad., Harvey, N. Dak., since 1951.
- Day, Erven W., Sr., B.A.'32, N. Dak. State Tchrs. Col., Minot; M.Ed.'52, Univ. of N. Dak.; Supt. of Sch., Goodrich, N. Dak., since 1949.
- Digerness, LeRoy, Supt., Sch. Dist. 8, Williston, N. Dak., since 1950.
- Dooley, Kieran Leonard, B.S.'31, Jamestown Col.; Supt. of Elm Grove Sch. Dist. 13, Belfield, N. Dak., since 1953.
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- Falkenstein, George L., B.A.'31, M.S.'45, Univ. of N. Dak.; Supt. of Sch., Newport Special Sch. Dist., Towner, N. Dak., since 1953.
- Flaten, Alf R., B.A. in Ed.'29, N. Dak. State Tchrs. Col., Mayville; M.S. in Ed.'50, Univ. of Idaho; Supt. of Sch., Alexander, N. Dak., since 1944.
- Garvin, (Rev.) John E., M.A.'46, Columbia Univ.; Ed.D.'48, Tchrs. Col., Columbia Univ.; Supt., St. Mary's Central H. S. and Diocese of Bismarck, Bismarck, N. Dak., since 1950.
- Gludt, Clarence J., B.E.'31, Minn. State Tchrs. Col., Moorhead; M.S.'34, Univ. of N. Dak.; Supt. of Sch., Killdeer, N. Dak., since 1941.
- Gurley, Frank Howard, B.S.'33, M.A.'38, Univ. of Minn.; Supt. of Sch., Tiooga, N. Dak., since 1953.
- Gussner, William S., B.S.'26, Jamestown Col.; M.S. in Ed.'38, Univ. of N. Dak.; Supt. of Sch., Jamestown, N. Dak., since 1939.
- Guthrie, James R., B.A.'37, State Tchrs. Col., Minot, N. Dak.; M.Ed.'51, Mont. State Univ.; Supt. of Sch., Mott, N. Dak., since 1951.
- Hagen, Alem L., B.A.'25, Concordia Col.; M.A.'33, Univ. of Minn.; Supt. of Sch., Dickinson, N. Dak., since 1938.
- Hansen, John K., B.S.'46, B.S.'48, Univ. of Minn.; Supt. of Sch., Crary, N. Dak., since 1951.
- Hanson, B. M., M.S. in Ed.'49, Univ. of N. Dak.; Supt. of Pub. Sch., Harvey, N. Dak., since 1949.
- Haring, Richard J., M.A. in Ed. Admin.'51, Colo. State Col. of Educ.; Supt., Pub. Sch., Hazen, N. Dak., since 1952.
- Havig, Leonard T., B.A.'21, St. Olaf Col.; M.A.'31, Univ. of Minn.; Supt. of City Sch., Williston, N. Dak., since 1946.
- Herwick, Edwin N., B.A.'40, N. Dak. State Tchrs. Col., Valley City; M.Ed.'53, Univ. of N. Dak.; Supt. of Norman Consol. Sch., Clifford, N. Dak., since 1947.
- Hilde, E. R., B.A.'31, N. Dak. State Tchrs. Col., Minot; Supt. of Sch., Washburn, N. Dak., since 1947.
- Hill, Lyle H., B.S.'28, N. Dak. Agrl. Col.; M.Ed.'41, Univ. of Wash.; Supt. of Sch., New Salem, N. Dak., since 1943.
- Hoff, Walt V., B.S.'50, State Tchrs. Col., Dickinson, N. Dak.; Supt. of Pub. Sch., Gardena, N. Dak., since 1952.
- Iverson, Irving L., B.A.'34, St. Olaf Col.; M.Ed.'41, Univ. of Mont.; Supt. of City Sch., New Rockford, N. Dak., since 1949.
- James, Bernard P., B.A.'23, Drake Univ.; M.S.'39, Univ. of N. Dak.; Supt. of Sch., Napoleon, N. Dak., since 1949.
- Johnson, Elmer C., M.S. in Ed.'38, Univ. of N. Dak.; Supt. of Sch., Kenmare, N. Dak., since 1929.
- Jordahl, Carl W., B.A.'29, Luther Col. (Iowa); M.A.'39, Univ. of Minn.; Supt. of Sch., Lidgerwood, N. Dak., since 1944.
- Juhala, R. W., B.S. in Ed.'49, State Tchrs. Col., Valley City, N. Dak.; Supt. of Pub. Sch., Taylor, N. Dak., since 1950.
- King, Lloyd H., B.A.'28, Jamestown Col.; M.A.'33, Univ. of Minn.; Ed.D.'50, Colo. State Col. of Educ., Prof., Sch. of Educ., Univ. of N. Dak., Grand Forks, N. Dak., since 1952.
- Korbel, Albin, B.A.'30, N. Dak. State Tchrs. Col., Valley City; Supt. of Sch., Tolna, N. Dak.
- Kosebud, C. R., B.S.'28, N. Dak. State Tchrs. Col., Valley City; M.Ed.'46, Univ. of Mont.; Supt. of Sch., Rolla, N. Dak., since 1951.
- Krogh, William R., B.A.'46, N. Dak. State Tchrs. Col., Mayville, M.S.'53, Univ. of N. Dak.; Supt. of Sch., Casselton, N. Dak., since 1951.
- Larsen, Levi N., B.A.'32, Jamestown Col.; M.A.'42, Mont. State Univ.; Supt. of Sch., Watford City, N. Dak., since 1942.
- Larson, Clarence A., 124 North Terrace, Fargo, N. Dak.
- Lee, Knute H., B.A.'35, State Tchrs. Col., Minot, N. Dak.; Supt. of Sch., Fort Yates, N. Dak., since 1945.
- Lokken, Roscoe L., Ph.D.'39, State Univ. of Iowa, Pres., State Tchrs. Col., Valley City, N. Dak., since 1946.
- Lura, Casper P., A.B.'27, State Tchrs. Col., Mayville, N. Dak.; A.M.'30, Ph.D.'32, State Univ. of Iowa; Pres., State Tchrs. Col., Mayville, N. Dak., since 1947.
- McCrea, Minard, B.S.'36, M.S.'43, Univ. of N. Dak.; Supt. of City Sch., Valley City, N. Dak., since 1949.
- McKee, Ronald J., B.S.'51, State Tchrs. Col., Valley City, N. Dak.; Supt. of Pub. Sch., Tappan, N. Dak., since 1952.
- McMillan, J. C., M.A.'26, Univ. of Chicago; Pres., State Normal and Indus. Col., Ellendale, N. Dak., since 1936.
- Meinecke, Reuben, B.A. in Sec. Ed.'39, N. Dak. State Tchrs. Col., Valley City; M.S. in Ed.'49, Univ. of N. Dak.; Supt. of Pub. Sch., Plaza, N. Dak., since 1952.
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- Miller, Paul A., B.A.'18, Valparaiso Univ.; M.A.'30, Univ. of N. Dak.; Supt. of City Sch., Minot, N. Dak., since 1944.

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- Moreland, John R., B.S.'40, Univ. of N. Dak.; Supt. of Sch., Powells Lake, N. Dak., since 1951.
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- Olson, Olger, B.A.'32, Concordia Col.; M.S. in Ed.'40, Univ. of N. Dak.; Supt. of Sch., Fairmount, N. Dak., since 1941.
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- Pennington, J. I., B.A.'30, Hastings Col. (Nebr.); M.E.'40, Univ. of Colo.; Supt. of Sch., Rugby, N. Dak., since 1946.
- Peterson, M. F., B.A.'33, Concordia Col. (Minn.); State Supt. of Pub. Instr., Bismarck, N. Dak., since 1951.
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- Reich, Roland H., M.Ed.'49, Mont. State Univ.; Supt. of Sch., Wilton, N. Dak., since 1949.
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- Rue, Knute L., B.A.'27, Univ. of N. Dak.; M.A.'41, Univ. of Minn.; Supt. of Sch., Cavalier, N. Dak., since 1945.
- Schroeder, Elroy H., B.S. in Ed.'26, M.S. in Ed.'33, Univ. of N. Dak.; LL.D.'45, Wesley Col.; Supt. of Sch., Grand Forks, N. Dak., since 1933.
- Schultz, Otto C., B.S.'36, State Normal and Indus. Col.; M.S.'47, Univ. of N. Dak.; M.A.'49, Univ. of Minn.; Supt. of Sch., Buffalo, N. Dak., since 1949.
- Scott, Charles E., B.A.'21, M.A.'22, Colo. Col. of Educ.; Pres., State Tchrs. Col., Dickinson, N. Dak., since 1932.
- Selke, Erich, Ph.D.'32, Univ. of Minn.; Prof. of Educ., Univ. of N. Dak., Grand Forks, N. Dak., since 1936.
- Simle, T. E., B.A.'30, State Tchrs. Col., Mayville, N. Dak.; M.A.'47, Colo. State Col. of Educ.; Supt. of Sch., Bismarck, N. Dak., since 1952.
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- Smith, F. U., B.S. in Ed.'33, M.S. in Ed.'50, Univ. of N. Dak.; Supt. of Walsh Co. Agcl. H. S., Park River, N. Dak., since 1953.
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- Swain, Carl C., M.A.'18, Columbia Univ.; LL.D.'40, St. Olaf Col.; Pres., State Tchrs. Col., Minot, N. Dak., since 1938.
- Swenson, Martin J., Supt. of Special Sch. Dist., Wildrose, N. Dak.
- Thocdarsen, T. W., M.S.'29, N. Dak. Agr. Col.; State Dir., Dept. of Correspondence Study, Div. of Supervised Study, N. Dak. Agr. Col., Fargo, N. Dak., since 1925.
- Totdahl, A. O., B.A.'35, Luther Col.; Supt. of Sch., Beulah, N. Dak., since 1941.
- Totdahl, L. J., B.A.'29, Luther Col. (Iowa); M.S.'40, Univ. of N. Dak.; Supt. of Sch., Crosby, N. Dak., since 1944.
- Turner, Daniel O., B.S.A.'24, Kansas State Col. of Agr. and Applied Science; Supt. of Sch., Ashley, N. Dak., since 1947.
- Urban, Wilmar A., B.A.'49, Jamestown Col.; Supt., Pub. Sch., Sentinel Butte, N. Dak., since 1952.
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- Wakefield, Harold, M.S.'34, Univ. of N. Dak.; Supt. of Sch., La Moure, N. Dak., since 1928.
- Walstead, Eugene T., B.A.'40, N. Dak. State Tchrs. Col., Minot; M.A.'49, Univ. of Minn.; Supt. of Sch., Rolette, N. Dak., since 1953.
- Walters, John O., B.S. in Ed.'32, N. Dak. State Tchrs. Col., Valley City; M.S. in Ed.'37, Univ. of N. Dak.; Supt. of Walsh Co. Agr. and Tr. Sch., Park River, N. Dak., 1942-53.
- Wilson, Richard B., B.S.'50, State Normal and Indus. Col. (N. Dak.); Prin. of Monango Sch., Monango, N. Dak., since 1952.
- Workman, Thomas R., B.A.'31, Hamline Univ.; Supt. of Sch., Cogswell, N. Dak., since 1943.
- Yvonne, Sister M., M.A.'29, Univ. of Minn.; Supt., St. John's Academy, Jamestown, N. Dak., since 1940.
- Ziegenhagen, Alvin P., B.S.'30, M.S.'38, Univ. of N. Dak.; Supt. of Sch., Enderlin, N. Dak., since 1947.
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- Alspach, Ninde N., B.S.'16, Ohio Wealeyan Univ.; Mgr., Goodyear Indus. Univ., Akron, Ohio, since 1944.
- *Anderson, Earl William, A.B.'18, Univ. of Ill.; A.M.'25, Ph.D.'26, Tchrs. Col., Columbia Univ.; Prof. of Educ., Dept. of Educ., Ohio State Univ., Columbus, Ohio.
- Armstrong, George E., B.A.'23, Ohio Wesleyan Univ.; M.A.'37, Ohio State Univ.; Supt., Centralia Sch., Chillicothe, Ohio, since 1928.
- Arnold, E. J., M.A.'23, Ohio State Univ.; Supvr., Sch. Plant Rehabilitation, State Dept. of Educ., Columbus, Ohio, since 1945.
- Ashman, Ward, B.S. in Bus. Adm.'29, Ohio State Univ.; Exec. Secy., Sch. Employees' Retirement System of Ohio, Columbus, Ohio, since 1947.
- Augsburger, R. E., A.B.'26, Bluffton Col.; M.A.'33, Ohio State Univ.; Supt. of Sch., Wapakoneta, Ohio.
- Baden, Carl A., A.B.'28, Wittenberg Col.; M.A.'37, Ohio State Univ.; Darke Co. Supt. of Sch., Greenville, Ohio, since 1945.
- Bahner, W. G., A.B.'15, Wittenberg Col.; M.A.'24, Columbia Univ.; Supt., Cuyahoga Hgts. Sch., Cleveland, Ohio, since 1943.
- Bailey, Thomas C., B.S.E.'39, Ohio Northern Univ.; M.A.E.'46, Ohio State Univ.; Supt. of Canton South H. S., Canton, Ohio, since 1951.
- Baird, Joseph L., B.Ed.'38, Univ. of Toledo; M.A.'46, Univ. of Mich.; Supt. of Sch., Maumee, Ohio, since 1952.
- Baker, Donald R., B.S. in Ed.'34, M.Ed.'51, Kent State Univ.; Supt. of Local Sch., Dalton, Ohio, since 1952.
- Baker, Homer K., B.S.'25, Miami Univ.; M.A.'31, Ohio State Univ.; Supt. of Sch., Fairborn, Ohio.
- Baker, Joseph E., B.Arch.'36, Univ. of Ill.; Archt., Joseph Baker and Associates, Newark, Ohio.
- Bail, Leonard T., A.B., Ohio Univ.; M.A.'39, Ohio State Univ.; Supt. of Exempted Village Sch., Tipp City, Ohio, since 1946.
- Banning, Gall W., B.S. in Ed.'24, Ohio Univ.; M. in Ed.'33, Univ. of Pittsburgh; Supt., Mecca Sch., Cortland, Ohio, since 1934.
- Barker, Willard P., B.S.'31, Col. of Wooster; M.A.'46, Kent State Univ.; Supt. of Sch., Athens, Ohio, since 1949.
- Barr, William Wayne, B.S. in Ed.'38, Ashland Col.; M.A. in Ed.'46, Western Reserve Univ.; Prin., Brookside H. S., Lorain, Ohio, since 1941.
- Bascom, Arthur L., B.S.'24, M.A.'29, Ohio State Univ.; Exec. Head, Warren Twp. Sch., Leavittsburg, Ohio, since 1926.
- Bates, Harold S., B.S.'21, Knox Col.; A.M.'34, Columbia Univ.; D.Ed.'40, Univ. of Cincinnati; Supt. of Sch., Norwood, Ohio, since 1936.
- Baumgartner, Ira, A.B.'22, Bluffton Col.; M.A.'27, Ohio State Univ.; Supt. of Sch., Sylvania, Ohio, since 1934.
- Becker, Adam, A.B.'21, M.A.'39, Wittenberg Col.; Exec. Head, Jefferson Local Sch., Dayton, Ohio, since 1941.
- Becker, Edwin G., Vicepres., Bd. of Educ., Cincinnati, Ohio.
- Beckman, Joseph M., M.A.'34, Univ. of Cincinnati; Asst. to the Supt. of Sch., Cincinnati, Ohio, since 1947.
- Beery, George C., A.B.'16, M.A.'25, Ohio State Univ.; Co. Supt. of Sch., Columbus, Ohio, since 1924.
- Benedict, Stephen J., B.S. in Ed.'40, M.Ed.'49, Ohio Univ.; Exec. Head, Plain Twp. Sch., New Albany, Ohio, since 1948.
- Bennett, R. M., B.S. and M.S.'45, Univ. of Ill.; Ohio and W. Va. Rep., Follett Publishing Co., 2925 Norwood Ave., Columbus, Ohio.
- Bennett, R. Dwight, B.A.'28, Wittenberg Col.; M.A.'37, Ohio State Univ.; Supt. of Sch., Van Wert, Ohio, since 1946.
- Berry, Merrill M., A.B.'19, Baldwin-Wallace Col.; A.M.'22, Ohio State Univ.; Supt. of Sch., Chillicothe, Ohio, since 1935.
- Betts, Ralph W., B.A.'29, Ohio Univ.; M.A.'41, Ohio State Univ.; Supt. of Sch., East Liverpool, Ohio, since 1951.
- Bishop, Benjamin J., B.S. in Ed.'28, M.A.'34, Ohio State Univ.; Supt. of Springfield Sch., Holland, Ohio, since 1942.
- Bixler, Lorin E., A.B.'21, Mt. Union Col.; M.A.'23, Tchrs. Col., Columbia Univ.; Ph.D.'31, Ohio State Univ.; Prof. of Educ. and Head, Dept. of Educ., Muskingum Col., New Concord, Ohio, since 1929.
- Blackford, John D., B.S. in Ed.'26, A.M. in Sch. Admin.'37, Miami Univ.; Supt. of Mariemont Sch., Cincinnati, Ohio, since 1944.
- Bliss, Walton B., A.B.'15, Heidelberg Col.; M.A.'29, Ohio State Univ.; Exec. Secy., Ohio Educ. Assn., Columbus, Ohio, since 1935.
- Bloser, Robert E., A.B.'17, Ohio State Univ.; Pres., Zaner-Bloser Co., Columbus, Ohio, since 1929.
- Blott, E. J., A.B.'24, M.A.'30, Univ. of Mich.; Supt. of Liberty Twp. Sch., Youngstown, Ohio, since 1934.
- Boda, Harold L., A.B.'25, Ed.D.'44, Otterbein Col.; A.M.'30, Ohio State Univ.; Asst. Supt. of Sch., Dayton, Ohio, since 1940.
- Bode, F. H., A.B.'28, Heidelberg Col.; M.A.'34, Columbia Univ.; Supt. of Sch., Cuyahoga Falls, Ohio, since 1949.
- Bodenbender, D. P., B.A.'31, Defiance Col.; M.A.'41, Univ. of Mich.; Supt. of Sch., Wooster, Ohio, since 1947.
- Bodenbender, Karl R., A.B.'33, D.S.'42, Defiance Col.; M.A.'42, Miami Univ.; Exec. Head, Northwestern Sch., Springfield, Ohio, since 1952.
- Bolea, Harold W., B.S.'37, Ind. State Tchrs. Col.; M.A.'50, Ohio State Univ.; Exec. Head, Marion Local Sch., Columbus, Ohio, since 1952.
- Bonham, S. J., A.B.'20, Wittenberg Col.; A.M.'24, Ind. Univ.; Supt. of Sch., Niles, Ohio, since 1933.
- Bower, James Crawford, D.S.'30, M.S.'35, Ohio State Univ.; Supt. of Sch., St. Bernard, Ohio, since 1933.

- Bowman, George A., A.B.'17, Western Reserve Univ.; M.A.'31, Columbia Univ.; LL.D.'45, Bowling Green State Univ.; Pres., Kent State Univ., Kent, Ohio, since 1944.
- Bowman, Herbert L., B.S.'23, Denison Univ., M.A.'34, Ohio State Univ., Supt. of Sch., Bowling Green, Ohio, since 1939.
- Bowsher, E. Leslie, A.B.'13, LL.D.'42, Defiance Col., M.A.'26, Univ. of Mich., LL.D.'37, Ashland Col., D.Ped.'42, Bowling Green State Univ., Supl. of Sch., Toledo, Ohio, since 1937.
- Boyd, Margaret, A.B.'20, Mt. Union Col., M.A.'28, Ohio State Univ.; Asst. Supt. of Sch., Steubenville, Ohio, since 1950.
- Braden, Wallace H., B.A.'25, Col. of Wooster; M.A.'31, Ohio State Univ.; Supt. of Edgewood Sch., Ashtabula, Ohio, since 1936.
- Brady, Ballard I., A.B.'29, Hiram Col.; M.A.'37, Kent State Univ., Supt., Orange Village Sch. Dist., Chagrin Falls, Ohio.
- Briegel, Virgil J., M.A.'39, Ohio State Univ., Supt. of Exempted Village Sch., Clyde, Ohio, since 1952.
- Brillhart, C. D., A.B.'16, Albright Col.; M.A.'23, Univ. of Mich., Supt. of Sch., Napoleon, Ohio, since 1925.
- Brown, Francis W., A.B.'21, Univ. of Mich.; A.M.'31, Western Reserve Univ.; Supt. of Ottawa Hills Schs., Toledo, Ohio, since 1936.
- Brown, H. Larry, B.S.'21, Mount Union Col.; M.A.'29, Tchrs. Col., Columbia Univ.; Supt. of Sch., Ravenna, Ohio, since 1939.
- Brown, Jack E., B.S. in Ed.'37, Ohio Univ.; M.A.'47, Ohio State Univ.; Prin. of H. S., Lancaster, Ohio, 1947-50 and since 1952.
- Brown, Paul V., A.M.'30, Univ. of Chicago, Supt. of Sch., Tiffin, Ohio, since 1931.
- Brown, Ralph R., B.Sc. in Ed.'29, M.A. in Sch. Admin.'38, Ohio State Univ.; Co. Supt. of Sch., Norwalk, Ohio, since 1949.
- Brown, Robert S., B.A.'38, Muskingum Col.; M.A.'48, Ohio State Univ., Supt., Springfield Twp. Sch., Akron, Ohio, since 1952.
- Brown, Stephen C., A.B.'29, Adrian Col.; M.A.'41, Miami Univ. (Ohio), Prin. of H. S., Sidney, Ohio, since 1953.
- Bryan, William R., Secy.-Mgr. Ohio Tchrs. and Pupils Reading Circle, 1456 N. High St., Columbus, Ohio, since 1946.
- Bunn, Paul C., Ph.B.'09, Col. of Wooster; M.A.'22, Tchrs. Col., Columbia Univ., Supt. of Sch., Youngstown, Ohio, since 1944.
- Bunnell, Clifford P., A.B.'31, Findlay Col.; M.A.'39, Ohio State Univ.; Supt., Exempted Village Sch., Bradford, Ohio, since 1949.
- Burkhart, Lewis L., B.A.'38, B.S. in Ed.'40, Defiance Col., M.A.'45, Western Reserve Univ., Supt. of City Sch., Kent, Ohio, since 1952.
- Burkholder, M. H., A.B.'29, Asbury Col.; M.A.'34, Columbia Univ.; Supt. of Sch., Wadsworth, Ohio, since 1946.
- Burneson, L. G., A.B.'21, Oberlin Col.; M.A.'29, Tchrs. Col., Columbia Univ.; Supt. of Sch., Westlake, Ohio, since 1924.
- Burnett, Cecil M., A.B.'27, Oberlin Col.; A.M.'39, Western Reserve Univ.; Supt. of Sch., Brecksville, Ohio, since 1945.
- Burns, J. Forest, Master's'39, Miami Univ.; Supt. of City Sch., Franklin, Ohio, since 1951.
- Butterfield, E. E., Ph.B.'11, Mt. Union Col.; A.M.'24, Western Reserve Univ.; A.M.'25, Columbia Univ.; Deputy Supt. of Sch., Cleveland, Ohio, since 1947.
- Byers, Carl C., B.S.'32, Otterbein Col.; M.A.'37, Ohio Univ.; Supt. of Thoreau Park Sch., Parma, Cleveland, Ohio, since 1942.
- Campbell, Roald F., A.B.'30, M.A.'34, Brigham Young Univ.; Ed.D.'42, Stanford Univ.; Prof. of Educ., Ohio State Univ., Columbus, Ohio.
- Canfield, Ira A., B.S. in E.E.'19, Case Inst.; M.A.'35, Ohio State Univ.; Supt. of Local Sch., Chardon, Ohio, since 1950.
- Cannavan, P. D., B.S. in Ed.'28, Oakland City Col.; M.S. in Ed.'36, Ind. Univ.; Supt. of Sch., Caldwell, Ohio, since 1950.
- Carmean, Byron H., A.B.'30, Ohio Univ.; M.A.'38, Ohio State Univ.; Supt. of Sch., Shelby, Ohio, since 1946.
- Carr, George Eldon, A.B.'20, Ohio Univ.; A.M.'27, Ohio State Univ.; Supt. of Sch., Logan, Ohio, since 1930.
- Christy, Robert H., B.S.'32, Bowling Green Univ.; M.A.'40, Ohio State Univ.; Supl. of Sch., Delphos, Ohio, since 1940.
- Coblentz, C. R., B.S. in Ed.'32, Miami Univ.; Co. Supt. of Sch., Eaton, Ohio, since 1923.
- Cochran, Frank D., B.S. in Ed.'28, M.A.'36, Ohio State Univ.; Exec. Head, Jefferson Local Sch., Gahanna, Ohio, since 1948.
- Cochren, P. O., B.S.'27, Muskingum Col.; M.A.'32, Ohio State Univ.; Supt. of Sch., Bolivar, Ohio, since 1944.
- Coffaan, Carl, B.S.'14, Ohio Wesleyan Univ.; M.A.'36, Western Reserve Univ.; Co. Supt. of Sch., Cuyahoga Falls, Ohio, since 1935.
- Coldiron, Bernard D., B.A.'34, M.Ed.'51, Kent State Univ.; Exec. Head, Johnston Local Sch. Dist., Cortland, Ohio, since 1952.
- Conkey, B. J., A.B.'32, Defiance Col.; M.A.'47, Indiana Univ.; Supt. of Sch., Continental, Ohio, since 1950.
- Conrad, M. J., B.S. in Ed.'38, Capital Univ.; M.A.'46, Ph.D.'52, Ohio State Univ.; Research Associate, Bur. of Educ. Research, Ohio State Univ., Columbus, Ohio, since 1952.
- Cook, Harold H., B.A.'30, Ohio Wesleyan Univ.; M.A.'38, Ohio State Univ.; Supt. of Sch., St. Mary's, Ohio, since 1945.
- Cook, Howard, M.A.'50, Kent State Univ.; Exec. Head of Sch., Rootstown, Ohio, since 1941.
- Cottrell, Donald P., B.A.'23, Ohio State Univ.; M.A.'27, Ph.D.'29, Columbia Univ.; Dean, Col. of Educ., Ohio State Univ., Columbus, Ohio, since 1946.
- Courrer, Claude V., B.S.'11, D.Ed.'38, Kalamazoo Col.; M.A.'25, Univ. of Chicago; LL.D.'52, Miami Univ.; Supt. of Sch., Cincinnati, Ohio, since 1937.
- Cox, Clifford C., M.S.'45, Ind. Univ.; Supt. of Sch., Pandora, Ohio, since 1943.
- Crabbe, Robert W., B.S.'41, M.A.'49, Ohio State Univ.; Supt., Twin Twp. Sch., Bourneville, Ohio, since 1951.
- Crawson, Walter Samuel, M.S.'37, Univ. of Chicago; Supt. of Sch., Hamilton, Ohio, since 1948.

- Cromwell, Howard R., B.S.'30, Ind. State Tchrs. Col., Terre Haute; M.S.'41, Ohio State Univ.; Supt. of Sch., Glendale, Ohio, since 1947.
- Crotty, Maurice, B.S.'33, Univ. of Cincinnati; M.A.'36, Columbia Univ.; Dir.-in-Chief, Pupil Personnel Serv., Puh. Sch., Cincinnati, Ohio, since 1948.
- Crouch, Charles B., A.B.'27, Muskingum Col.; M.A.'34, Ohio State Univ.; Hamilton Co. Supt. of Sch., Cincinnati, Ohio, since 1948.
- Crowell, Gilford W., B.S.'47, Murray State Col.; M.Ed.'49, D.Ed.'51, Univ. of Mo.; Asst. Prof. and Asst. Dir., Center for Educ. Service, Col. of Educ., Ohio Univ., Athens, Ohio, since 1951.
- Cummins, Paul R., B.S. in Ed.'34, Ohio Northern Univ.; M.A. in Adm.'44, Ohio State Univ.; Fairfield Co. Supt. of Sch., Lancaster, Ohio, since 1945.
- Cunningham, Kenneth H., B.F.A.'33, Univ. of Mo.; Mgr., Archt. Dept., Kimble Glass Co., Toledo, Ohio, since 1945.
- Curry, Robert P., M.A.'37, Univ. of Cincinnati; Asst. Supt. of Sch., Cincinnati, Ohio, since 1948.
- Darling, William Dwight, B.S. in Ed.'25, M.A.'27, Ohio State Univ.; Supvr. of Trans., State Dept. of Educ., Columbus, Ohio, since 1952.
- Darst, Harvey T., B.A.'25, Ball State Tchrs. Col. (Ind.); M.A.'31, Univ. of Mich.; Admin. Head, Huntington Local Sch., Chillicothe, Ohio, since 1948.
- Daugherty, Kermit, A.B.'28, Rio Grande Col.; M.A.'37, Ohio State Univ.; Supt. of Sch., Jackson, Ohio, since 1946.
- Davies, Robert O., A.B.'30, Marietta Col.; M.A.'37, Ohio State Univ.; Exec. Head, Puh. Sch., Camden, Ohio, since 1946.
- Davis, Charles E., A.B.'26, Rio Grande Col.; M.A.'35, Wittenberg Col.; Pres., Rio Grande Col., Rio Grande, Ohio.
- Davis, J. H., B.S.'49, Ohio State Univ.; Asst. Mgr., Ohio Tchrs. and Pupils Reading Circle, Columbus, Ohio, since 1951.
- Davis, Thoburn Scott, B.A.'21, Ohio Wesleyan Univ.; M.A.'26, Tchrs. Col., Columbia Univ.; Supt. of Sch., Rocky River, Ohio, since 1948.
- Daw, Seward E., M.A.'33, Univ. of Chicago; Ph.D.'40, Univ. of Pittsburgh; Supt. of Sch., Wellsville, Ohio, since 1922.
- Dean, William N., B. in Ed.'42, M.A.'48, Ohio State Univ.; Supt. of Local Sch. Dist., New Waterford, Ohio, since 1952.
- De Long, Lincoln G., A.B.'27, W. Va. Wesleyan Col.; M.Ed.'37, Ohio Univ.; Supt. of Exempted Village Sch., Gloucester, Ohio, since 1952.
- Dennis, Merrill L., B.S. in Ed.'19, Ohio Univ.; M.A.'37, Columbia Univ.; Supt. of Sch., Mingo Junction, Ohio, since 1937.
- Dickey, Lester L., A.B.'25, Ohio Wesleyan Univ.; M.A.'34, Ohio State Univ.; Supt. of Sch., Marion, Ohio, since 1948.
- Diener, U. E., M.A.'30, Ohio State Univ.; Instr., Ross H. S., Fremont, Ohio, since 1953.
- Dilley, Norman E., B.S.Ed.'41, Pa. State Tchrs. Col., Edinboro; M.A. in Ed.'47, Washington Univ.; Ed.M.'53, Univ. of Ill.; Ed.D.'53, Ind. Univ.; Asst. Prof. of Educ., Ohio Univ., Athens, Ohio, since 1953.
- Donaldson, Howard W., A.B.'20, Hiram Col.; M.E., Kent State Univ.; Supt. of Sch., Madison, Ohio, since 1949.
- Downing, Roger L., B.S. in Ed.'37, Ohio Northern Univ.; M.S. in Ed.'47, Univ. of Wis.; Supt. of Sch., Upper Sandusky, Ohio, 1951-53.
- Drake, (Mrs.) Sarah, Genl. Mgr., C. A. Gregory Co., Cincinnati, Ohio, since 1943.
- Driacoli, W. A., A.B.'22, Wilmington Col.; M.A.'28, Ohio State Univ.; Co. Supt. of Sch., Dayton, Ohio, since 1933.
- Duncan, Robert W., A.B.'33, M.A.'41, Ohio State Univ.; Supt. of Sch., Greenville, Ohio, since 1951.
- Dunamore, Philo C., B.A.'21, Mich. State Normal Col., Ypsilanti; M.A.'23, Univ. of Toledo; Asst. Supt. of Sch., Toledo, Ohio, since 1945.
- Durbin, Bernard M., Esac. Head of Local Sch., New Riegel, Ohio.
- Durkee, Warren M., A.B.'29, Bluffton Col.; M.A.'35, Ohio State Univ.; Supt. of Sch., Reading, Ohio, since 1946.
- Edwards, Paul B., B.Sc.'17, M.A.'36, Ohio State Univ.; Supt. of Sch., Newark, Ohio, since 1936.
- Ehrman, James H., B.A.'39, Bluffton Col.; M.A.'51, Kent State Univ.; Supt., Firelands Local Sch. Dist., Oberlin, Ohio, since 1953.
- Eibling, Harold H., B.Sc. in Ed.'26, Ohio Northern Univ.; M.A.'32, Ph.D.'50, Ohio State Univ.; Supt. of Sch., Canton, Ohio, since 1950.
- Ellsworth, F. O., A.B.'29, Defiance Col.; M.S.'38, Univ. of Mich.; Supt. of Sch., Stryker, Ohio, since 1950.
- Ely, Ralph, B.A.'31, Col. of Wooster; M.A. in Adm.'42, Ohio State Univ.; Wayne Co. Supt. of Sch., Wooster, Ohio, since 1948.
- Erwine, Robert M., A.B.'33, M.A.'40, Univ. of Akron; Esac. Head, Coventry Local Sch., Akron, Ohio, since 1937.
- Essex, Martin W., B.S.'30, M.A.'34, Ohio State Univ.; D.Ped.'50, Baldwin-Wallace Col.; Supt. of Sch., Lakewood, Ohio, since 1947.
- Essig, J. Fred, B.S. in Ed.'27, Kansas State Tchrs. Col., Emporia; M.A.'31, State Univ. of Iowa; Ed.D.'44, Colo. State Col. of Educ.; Asst. Supt. of Sch., Youngstown, Ohio, since 1944.
- Evans, Howard R., A.B. in Ed.'25, Ind. State Tchrs. Col., Terre Haute; M.A.'28, Columbia Univ.; Ph.D.'39, Northwestern Univ.; Dean, Col. of Educ., Univ. of Akron, Akron, Ohio, since 1933.
- Evans, John W., A.B.'29, Rio Grande Col.; M.A.'33, Ph.D.'51, Ohio State Univ.; Supt. of Sch., Lorain, Ohio, since 1951.
- Everman, Edwin E., B.S. in Ed.'46, M.A. in Ed.'48, Ohio State Univ.; Supt., Monroe Twp. Sch., West Manchester, Ohio, since 1952.
- Fyman, R. Merle, B.E.'20, M.A.'29, Ohio State Univ.; Asst. State Supt. of Pub. Instr., Columbus, Ohio, since 1945.
- Farrar, O. H., M.Ed.'39, Ohio Univ.; Supt. of Sch., Mt. Gilead, Ohio, since 1949.
- Fessett, Josephine, B.S.'26, M.A.'37, Univ. of Toledo; Supvr. of Oregon Local Sch. Dist., Toledo, Ohio, since 1930.
- Fawcett, N. G., B.Sc.'31, LL.D.'52, Kenyon Col.; M.A.'37, Ohio State Univ.; Supt. of Sch., Columbus, Ohio, since 1942.

- Feick, Kenneth G., A.B.'23, Capital Univ.; M.A.'45, Western Reserve Univ.; Local Admin. of Sch., Independence, Ohio, since 1943.
- Fell, Carl L., A.B.'30, M.A.'39, Ohio Univ.; Local Sch. Exec., Carroll, Ohio, since 1943.
- Fenn, Sidney M., B.S.'16, M.A.'37, Ohio State Univ.; Supt. of City Sch., Medina, Ohio, since 1947.
- Few, Ray G., B.Ph.'08, Hiram Col.; Prin. of Perry Schs., Perry, Ohio, since 1918.
- Finley, Lester M., B.S. in Ed.'23, Ohio State Univ.; M.A.'30, Columbia Univ.; Co. Supt. of Sch., Jefferson, Ohio, since 1938.
- Fintz, John E., B.S. in Ed.'30, M.A.'33, Ohio State Univ.; Asst. Supt. of Sch., Cleveland, Ohio, since 1936.
- Flesher, William R., A.B.'30, Marietta Col.; M.A.'35, Ph.D.'42, Ohio State Univ.; Head, Evaluation Div., Bureau of Educ. Research, and Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1947.
- Force, Leon S., B.S. in Ed.'46, Kent State Univ.; M.Ed.'50, Univ. of Pittsburgh; Supt. of Exempted Village Sch., Sebring, Ohio, since 1950.
- Ford, H. L., A.B.'19, Ashland Col.; B.Sc.'20, M.A.'27, Ohio State Univ.; Supt. of Sch., Fostoria, Ohio, since 1937.
- Fordyce, Wellington G., A.B.'24, M.A.'33, Ph.D.'44, Ohio State Univ.; Supt. of Sch., Euclid, Ohio, since 1952.
- Foraney, William, B.S.'Ed '27, Muskingum Col.; M.A.'33, Ohio State Univ.; Supt. of Sch., Corning, Ohio, since 1946.
- Fowler, Myron, M.A.'37, Ohio State Univ.; Supt. of Sch., New Lexington, Ohio, since 1952.
- Fowler, Robert E., A.B.'28, Muskingum Col.; M.A.'37, Tchrs. Col., Columbia Univ.; Supt. of Sch., Cadiz, Ohio, since 1953.
- Fox, H. Clifford, A.B.'20, M.A.'22, Findlay Col.; Ph.D.'41, State Univ. of Iowa; Pres. of Findlay Col. and Winebrenner Grad. Sch. of Divinity, Findlay, Ohio, since 1947.
- Frazler, William V., Jr., B.A.'21, Ohio Wesleyan Univ.; LL.B.'24, Univ. of Va.; Vicepres. Bd. of Educ., Martins Ferry, Ohio, since 1950.
- French, Robert B., A.B.'22, M.A.'31, Univ. of Mich.; Supt. of Sch., Dayton, Ohio, since 1947.
- Fuller, (Lt. Col.) Benton F., Jr., A.B.'30, Southeastern State Col. (Okla.); M.A.'35, Columbia Univ.; Ph.D.'31, Yale Univ.; Exec. Officer, U. S. Air Force Inst. of Tech., Wright-Patterson Air Force Base, Dayton, Ohio, since 1951.
- Gabriel, O. J., B.S.'25, Col. of Wooster; M.Ed.'33, Univ. of Pittsburgh; Supt. of Sch., Struthers, Ohio, since 1944.
- Gaffa, Arthur R., B.S. in Ed.'29, Ohio State Univ.; M.A.'36, Univ. of Akron; Supt. of Norton Local Sch., Barberton, Ohio, since 1940.
- Gantz, Ralph M., A.B.'29, Otterbein Col.; M.S.'35, Univ. of Akron; Supt. of Sch., Steubenville, Ohio, since 1950.
- Gantz, Theodore A., A.B.'29, Col. of Wooster; M.A.'45, Ohio State Univ.; Morrow Co. Supt. of Sch., Mt. Gilead, Ohio, since 1949.
- Gates, Dale W., B.S. in Ed.'28, M.A.'38, Ohio State Univ.; Supt. of Sch., Willard, Ohio, since 1939.
- Gee, John E., B.A.'29, Tusculum Col.; M.Ed.'34, Ed.D.'46, Univ. of Pittsburgh; Chmn., Dept. of Educ. since 1953, and Prof. of Sch. Admin. since 1946, Bowling Green State Univ., Bowling Green, Ohio.
- Geiger, John David, A.B.'22, Bluffton Col.; M.A.'29, Ohio State Univ.; Supt. of Sch., Mt. Vernon, Ohio, 1941-53 (retired).
- Gephart, E. I., B.A.'22, Ohio Wesleyan Univ.; M.A.'35, Ohio State Univ.; Supt. of City Sch., Aaktabula, Ohio, since 1950.
- Gibbens, C. A., B.S.'15, Muskingum Col.; M.A.'25, Tchrs. Col., Columbia Univ.; Lorain Co. Supt. of Sch., Elyria, Ohio, since 1935.
- Gibbs, Charles Strauss, B.S. in Ed.'33, M.A.'41, Ohio Univ.; Supt. of Exempted Village Sch., Pomeroy, Ohio, since 1953.
- Gingery, Stanley L., A.B.'20, Ohio Wesleyan Univ.; A.M.'27, Ohio State Univ.; Asst. Supt. of Sch., Columbus, Ohio, since 1941.
- Gisler, Dallas J., B.A.'33, Defiance Col.; M.S.'51, Ind. Univ.; Exec. Head of Sch., Holgate, Ohio, since 1948.
- Oottfried, Franklin J., B.S. in Ed.'34, Bowling Green State Col.; M.A.'39, Ph.D.'51, Ohio State Univ.; Supt. of Sch., Elyria, Ohio, since 1953.
- Gower, Albert E., M.A.'24, Ohio State Univ.; Rose Co. Supt. of Sch., Chillicothe, Ohio, since 1937.
- Oraber, Claude, B.S. in Ed.'29, Kent State Univ.; M.A. in Ed.'39, Kent State Univ. and Ohio State Univ.; Supt. of Sch., Braceville Twp. Sch., Newton Falls, Ohio, since 1952.
- *Graff, Ellis U., A.B.'97, A.M.'15, Laka Forest Col.; Pres., Dept. of Superintendence, 1919-20; Honorary Life Member, American Assn. of Sch. Admin. Address: 103 Hudson Avenue, Newark, Ohio.
- Gray, Lloyd C., B.S. in Ed.'33, Ohio Univ.; M.A.'40, Ohio State Univ.; Supt. of Sch., Nelsonville, Ohio, since 1950.
- Gray, Robert A., B.S. in Ed.'51, Youngstown Col.; Exec. Head of Sch., Warren, Ohio, since 1952.
- Greene, Maxson F., B.A.'31, Ohio Wesleyan Univ.; M.A.'42, Tchrs. Col., Columbia Univ.; Supt. of Sch., Granville, Ohio, since 1952.
- Gregg, Wilbur I., B.S.'26, Muskingum Col.; M.A.'40, Ohio State Univ.; Supt. of Sch., St. Clairsville, Ohio, since 1943.
- Gunnelt, Paul G., B.A.'29, Ohio Wesleyan Univ.; M.A. in Sch. Adm. '35, Ohio State Univ.; Supt. of Sch., Barberton, Ohio, since 1948.
- Guthrie, J. Maurice, B.S.'28, Ohio Univ.; Exec. Head, Waterloo Local Sch., New Marshfield, Ohio, since 1946.
- Hadfield, Albert E., A.B.'24, Hiram Col.; A.M.'32, Tchrs. Col., Columbia Univ.; Supt. of City Sch., Maple Heights, Ohio, since 1938.
- Hadfield, R. Raymond, A.B.'30, Otterbein Col.; M.A.'49, Kent State Univ.; Supt., Townsend-Wakeman Local Sch., Wakeman, Ohio, since 1947.
- Halchin, John, B.S.'27, Pa. State Tchrs. Col., Edinboro; M.Ed.'39, Pa. State Col.; Supt. of Sch., Yellow Springs, Ohio, since 1948.

- Hales, James H., B.S. in Ed.'34, Ohio Univ.; M.A. in Adm.'45, Western Reserve Univ.; Supt., South Amherst Local Sch., Amherst, Ohio, since 1951.
- Hall, Raymond Elmo, B.A.'34, Defiance Col.; M.A.'43, Ohio State Univ.; Supt. of Sch., New Boston, Ohio, since 1951.
- Hall, Robert H., B.S.'21, M.A.'33, Ohio State Univ.; Exec. Head of Sch., Navarre, Ohio, since 1935.
- Hallauer, William E., B.S.'22, Univ. of Ill.; Asst. Supt., in charge of Bus. Admin., Pub. Sch., Toledo, Ohio, since 1950.
- Hammack, W. M., B.S. in Ed.'39, Kent State Univ.; M.Ed.'50, Univ. of Pittsburgh; Exec. Head, Vienna Twp. Sch., Vienna, Ohio, since 1952.
- Hammack, William Eberly, B.A.'31, Western Ky. State Tchrs. Col., Bowling Green; M.A.'32, Univ. of S. Dak.; Supt., Colerain Twp. Sch., Cincinnati, Ohio, since 1949.
- Hammond, Carl D., B.S.'36, Hanover Col.; M.A. in Ed.'50, Ohio State Univ.; Supt., Kokosing Valley Sch. Dist., Howard, Ohio, since 1953.
- Hammond, Granville S., A.B.'40, Otterbein Col.; M.A.'46, Ohio State Univ.; Dir. of Instr., City Sch., Warren, Ohio.
- Hansley, Merlin C., B.S.'39, M.A.'51, Univ. of Toledo; Supt. of Waterville, Whitehouse, and Monclova Schs., Waterville, Ohio, since 1952.
- Harkness, Charles S., A.B.'15, Otterbein Col.; M.A.'26, Ohio State Univ.; Wood Co. Supt. of Sch., Bowling Green, Ohio, since 1934.
- Harris, Lewis E., Ed.D.'52, N. Y. Univ.; Assoc. Dir., Sch.-Community Development Study (CPEA), Ohio State Univ., Columbus, Ohio, since 1951.
- Harris, Walter L., B.S.'35, M.A.'41, Ohio State Univ.; Supt. of Exempted Village Sch., Wellington, Ohio, since 1951.
- Harry, David P., Jr., A.B.'16, Swarthmore Col.; A.M.'22, Ph.D.'28, Tchrs. Col., Columbia Univ.; Prof. of Educ., Graduate Sch., Western Reserve Univ., Cleveland, Ohio, since 1937.
- Harshman, Floyd E., A.B.'14, Ohio Wesleyan Univ.; M.A.'26, Tchrs. Col., Columbia Univ.; Ph.D.'31, New York Univ.; Prof. of Educ., Otterbein Col., Westerville, Ohio, since 1952.
- Harvey, Albert B., A.B.'16, Bates Col.; A.M.'30, Tchrs. Col., Columbia Univ.; Aest. Supt. of Sch., Cleveland Heights, Ohio, since 1948.
- Hatton, Otis C., B.A.'10, M.A.'27, Ohio State Univ.; Supt. of Sch., Akron, Ohio, since 1942.
- Hauenstein, W. H., A.B.'29, Muskingum Col.; M.A.'41, Ohio State Univ.; Supt. of Sch., Rittman, Ohio, since 1946.
- Hawke, Oscar T., A.B.'14, A.M.'17, Wittenberg Col.; Clsrk Co. Supt. of Sch., Springfield, Ohio, since 1922.
- Hayes, Paul C., B.S. in Ed.'46, Wilmington Col.; M.A. in Adm.'48, Miami Univ.; Supt. of Sch., Sheronville, Ohio, since 1951.
- Hearing, Odin E., B.S.'19, M.A.'38, Ohio State Univ.; Supt. of Co. Sch., New Lexington, Ohio, since 1928.
- Heck, Arch O., B.S.'13, Hedding Col.; M.S.'14, Univ. of Ill.; Ph.D.'24, Ohio State Univ.; Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1923.
- Heer, Amos L., A.B. and B.Pd.'14, Tri-State Col.; A.M.'21, Tchrs. Col., Columbia Univ.; Ph.D.'26, Ohio State Univ.; Dir. of Tchrs. Tr., Kent State Univ., Kent, Ohio, since 1927.
- Heinold, Fred W., M.D.'24, Univ. of Cincinnati; Pres., Bd. of Educ., Cincinnati, Ohio, since 1940.
- Heischman, Walter B., B.S.'32, Capital Univ.; M.A.'40, Ohio State Univ.; Supt. of Sch., Upper Arlington, Columbus, Ohio, since 1951.
- Helwick, Maurice R., A.B.'30, Mount Union Col.; M.A.'37, Ohio State Univ.; Supt. of Sch., Strasburg, Ohio, since 1950.
- Henry, David W., B.A.'11, Kansas State Tchrs. Col., Emporia; M.A.'16, Columbia Univ.; Diploma '37, London Univ., England; Dean, Col. of Educ., Univ. of Toledo, Toledo, Ohio, since 1914.
- Hensel, Beryl D., B.S.'39, M.A.'40, Ohio State Univ.; Supt. of Exempted Village Sch., Versailles, Ohio, since 1952.
- Hentze, Louis J., Superior Coach Corp., Lima, Ohio.
- *Herrick, John H., B.A.'28, M.A.'36, Ph.D.'44, Ohio State Univ.; Head, Survey Div., Bureau of Educ. Reserch, Ohio State Univ., Columbus, Ohio, since 1947.
- Herron, J. Wendell, B.S.'29, Muskingum Col.; M.Ed.'40, Univ. of Pittsburgh; Supt. of Exempted Village Sch., Carrollton, Ohio, since 1947.
- Heskett, Dale D., B.S.'27, Muskingum Col.; M.A.'37, Ohio State Univ.; Supt. of City Sch., Bedford Ohio, since 1950.
- Hiltschman, Ralph O., D.Ed.'41, Ohio Northern Univ.; Dir., The Andrews Sch. for Girls, Willoughby, Ohio, since 1929.
- Hlestand, Ernest, A.B.'25, Ind. Univ.; A.M.'32, Wis. Univ.; Exec. Head of Sch., Old Fort, Ohio, since 1943.
- Higgins, Edwin E., B.S. in Ed.'25, Ohio Univ.; M.A.'29, Columbia Univ.; Supt. of Sch., Gallipolis, Ohio, since 1936.
- Hill, O. E., B.S. in Ed.'27, Ohio Univ.; M.A. in Adm.'35, Columbe Univ.; Supt. of Sch., Cleveland Heights, Ohio, since 1951.
- Hissong, Clyde, Ph.D.'31, Ohio State Univ.; State Supt. of Pub. Instr., Columbus, Ohio, since 1945.
- Hoerner, W. F., A.B.'24, Earlham Col.; M.A.'30, Columbia Univ.; Supt. of Sch., Piqua, Ohio, since 1952.
- Holmes, Jey Willem, A.B.'16, Hiram Col.; M.A.'28, Ohio State Univ.; Prin., Wilbur Wright H. S., Dayton, Ohio, since 1940.
- Holmes, Roy E., A.B.'29, Wilmington Col.; M.A.'38, Ohio State Univ.; Supt. of Sch., Wilmington, Ohio, since 1952.
- Holt, E. E., A.B.'26, Wilmington Col.; M.A.'36, Miami Univ.; Supt. of Sch., Springfield, Ohio, since 1948.
- Hoovler, G. L., B.Sc.'48, M.A.'50, Ohio State Univ.; Supt. of Sch., Fredericktown, Ohio, since 1952.
- Humbert, Gordon G., B.Sc.'29, M.A.'36, Ohio State Univ.; Supt. of Sch., Lima, Ohio, since 1947.
- Hunter, James T., A.B.'38, Ashland Col.; M.A.'51, Ohio State Univ.; Agnt., Macmillan Co., 229 Lindale Ave., Ashland, Ohio.
- Huyck, F. S., B.S. in Ed.'23, M.A.'31, Univ. of Mich.; Tchrs. Pub. Sch., Wauseon, Ohio, since 1953.

OHIO

- Ingham, Clyde A., A.B.'28, Baldwin-Walface Col.; M.A.'41, Ohio State Univ.; Local Supt. of Sch., Geneva, Ohio, since 1947.
- Jacobs, Zola D., A.B.'12, Otterbein Col.; M.A.'22, Columbia Univ.; Supt. of Sch., Findlay, Ohio, since 1952.
- Jameson, Sanford P., A.B.'23, Ohio Northern Univ.; M.A.'35, Columbia Univ.; First Asst. Supt. of Sch., Akron, Ohio, since 1950.
- Jacvis, Emerson D., A.B.'24, Franklin Col.; A.M.'30, Ind. Univ.; Ph.D.'48, Ohio State Univ.; Supt. of Sch., Bexley, Columbus, Ohio, since 1948.
- Jaffers, Glenn B., B.A.'26, Muskingum Col.; M.A.'31, Ohio State Univ.; Supt. of Pub. Sch., Troy, Ohio, since 1946.
- *Jeffrey, F. J., B.Sc.'00, Ohio State Univ. Address: 151 Fourteenth Ave., Columbus, Ohio.
- Jewett, Mary E., B.S. in Ed.'34, Ohio Univ.; M.Ed., Univ. of Pittsburgh, M.A.'48 Tchrs. Col., Columbia Univ., Elem. Sch. Prin., Youngstown, Ohio, since 1942.
- Johnson, C. Montelle, B.A.'32, Defiance Col.; M.A.'48, Kent State Univ.; Supt. of Sch., Canfield, Ohio, since 1949.
- Johnson, Charles W., B.S. in Ed.'18, Univ. of Cincinnati; M.A.'29, Ohio State Univ., Ed.D.'38, Univ. of Cincinnati, Assoc. Prof. of Educ. and Chmn., Dept. of Admin. and Supvn., Univ. of Cincinnati, Cincinnati, Ohio, since 1946.
- Johnson, Samuel R., A.B.'30, B.S. in Ed.'32, Willenborg Cml.; M.A.'46, Ohio State Univ.; Supt. of Sch., Milledgeburg, Ohio, since 1952.
- Jonas, Arthur W., B.S.'17, M.A.'38, Ohio State Univ.; Supt. of Sch., Tiffin, Ohio.
- Jones, Osbert H., A.B.'10, B.S.'15, Wilberforce Univ.; Ph.D.'15, A.M.'20, Dickinson Col.; Ph.D.'20, Jena Univ., Germany; Dean, Col. of Liberal Arts and Science, Wilberforce Univ., Wilberforce, Ohio.
- Jones, Howard W., A.B.'20, Hiram Col.; A.M.'33, Western Reserve Univ.; Ph.D.'43, Westminster Col.; Pres., Youngstown Col., Youngstown, Ohio, since 1931.
- Jones, William H., A.B.'25, Bio Grande Col.; M.A.'49, Western Reserve Univ.; Supt. of Sch., Avon, Ohio, since 1952.
- Jordak, A. J., A.B.'30, Otterbein Col.; M.A.'40, Western Reserve Univ.; Supt. of Sch., Middlefield, Ohio, since 1941.
- Joseph, Elmer J., A.B.'27, Manchester Col.; M.A.'38, Ohio State Univ.; Supt., Hancock Co. Pub. Sch., Findlay, Ohio, since 1948.
- Kauber, Albert J., B.A.'29, Capital Univ.; M.A.'40, Ohio State Univ.; Supt. of Local Sch., Johnstown, Ohio, since 1952.
- Kennedy, Harold William, B.S.'27, M.A.'32, Ph.D.'40, Ohio State Univ.; Head, Dept. of Educ., Rio Grande Col., Rio Grande, Ohio, since 1953.
- Kerr, E. S., B.S. in Ed.'16, Ohio State Univ.; Supt. of Sch., Salem, Ohio, since 1931.
- Kile, Kenneth, Supt. of Local Sch., Cincinnati, Ohio.
- King, J. Irvine, A.B.'30, Univ. of Dubuque; M.A.'40, Ohio State Univ.; Supt. of Sch., Avon Lake, Ohio, since 1936.
- Kinnay, Dale B., B.S. in Ed.'34, Bowling Green State Univ.; M.A.'48, Ohio State Univ.; Supt., Richland Co. Sch., Mansfield, Ohio, since 1950.
- Kirkpatrick, James R., B.S. in Ed.'42, Capital Univ.; M.A.'51, Ohio State Univ.; Supt. of Hartford Local Sch., Cooton, Ohio, since 1951.
- Kiser, Carl C., B.S.'23, Mount Union Col.; M.A.'33, Univ. of Pittsburgh; Supt. of Champion Twp. Sch., Warren, Ohio, since 1936.
- Kizer, Elmer Winfield, B.S.'11, Hiram Col.; A.M.'30, Univ. of Cincinnati; Pein., Hughes H. S., Cincinnati, Ohio, since 1945.
- Klay, Roy W., B.S. in Ed.'37, Ohio Univ.; M.A.'47, Ohio State Univ.; Supt. of Sch., Shreve, Ohio, since 1949.
- Klohr, Paul R., A.B.'40, DePauw Univ.; Ph.D.'48, Ohio State Univ.; Dir. of Univ. Sch. and Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1952.
- Klopfers, V. L., B.S. Ed.'40, Wittenberg Col.; M.A.'48, Ohio State Univ.; Supt., Bethel Local Sch., Tipp City, Ohio, since 1950.
- Knapp, Thomas C., B.S.'27, M.A.'31, Ohio State Univ.; Stark Co. Supt. of Sch., Canton, Ohio, since 1940.
- Knight, John Lowden, A.B.'39, Draw Univ.; A.M.'41, S.T.B.'42, Boston Univ.; M.A.'43, Vanderbilt Univ.; D.D.'47, Kansas Wesleyan Univ.; LL.D.'49, Willamette Univ.; Pres., Baldwin-Whitman Col., Berea, Ohio, since 1949.
- Knight, N. Taylor, A.B.'26, King Col.; M.S. in Ed.'37, Univ. of Tann.; Instr. and Asst. Coordinator of Student Field Experience, Col. of Educ., Ohio State Univ., Columbus, Ohio, since 1952.
- Knight, William H., B.S.'23, Kent State Univ.; M.A.'30, Ohio State Univ.; Supt. of Sch., Canal Fulton, Ohio, since 1947.
- Koeppe, John F., B.S. in Ed.'21, Kent State Univ.; M.A.'32, Western Reserve Univ.; Supt. of Sch., Berea, Ohio, since 1935.
- Koeppe, Paul D., A.B.'27, Defiance Col.; M.A.'35, Columbia Univ.; Local Exec. Prin. of Sch., Andover, Ohio, since 1930.
- Koch, O. J., B.S.'18, Kent State Univ.; M.A.'27, Tchrs. Col., Columbia Univ.; Ph.D.'38, Western Reserve Univ.; Supt. of Sch., East Cleveland, Ohio, since 1939.
- Kurtz, Wm. E., B.A.'33, Col. of Wooster; M.Ed.'52, Kent State Univ.; Supt. of Sch., Brawster, Ohio, since 1952.
- *Lake, Charles H., B.A.'09, M.A.'10, LL.D.'34, Ohio State Univ.; LL.D.'44, Western Reserve Univ.; Pres., American Assn. of Sch. Admin., 1945-46; Honorary Life Member, American Assn. of Sch. Admin. Address: 3238 Chadborne Rd., Shaker Heights, Ohio.
- La Muth, Henry, B.S.'38, Ed.M.'41, Univ. of Pittsburgh; Supt. of Twp. Sch., Painesville, Ohio.
- Lanham, Ralph S., A.B.'26, Bridgewater Col.; M.A.'40, Ohio State Univ.; Supt. of Harbor Sch., Ashtabula, Ohio, since 1949.
- Laws, W. Edward, B.S.'22, Denison Univ.; M.A.'33, Ohio State Univ.; Tuscarawas Co. Supt. of Sch., New Philadelphia, Ohio, since 1936.
- Lee, John R., B.A.'24, Col. of Wooster; M.A.'37, Ohio State Univ.; Supt. of Sch., Fredericksburg, Ohio, since 1939.

- Lemasters, Austin O., B.S.'24, Ohio State Univ.; M.E.'41, Univ. of Pittsburgh; Supt. of Howland Sch., Warren, Ohio, since 1945.
- Lemmon, D. C., B.A.'28, Muskingum Col.; M.A.'40, Ohio State Univ.; Supt. of City Sch., Dover, Ohio, since 1947.
- Lenhart, O. W., B.S.'15, Wooster Col.; M.A.'36, Columbia Univ.; Supt. of Sch., Lowellville, Ohio, since 1933.
- Lenkaitis, Lewis A., B.S.'40, Baldwin-Wallice Col.; M.A.'48, Western Reserve Univ.; Supt. of Sch., Strongsville, Ohio, since 1952.
- Levenson, William B., B.S.'27, Ohio State Univ.; M.A.'32, Ph.D.'37, Western Reserve Univ.; Asst. Supt. of Sch., Cleveland, Ohio, since 1947.
- *Lewis, E. E., A.B.'07, M.A.'09, Stanford Univ.; Ph.D.'20, Columbia Univ.; Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1926.
- Litsenberg, E. F., A.B.'25, B.S.'27, Marion Col.; A.M.'36, Ohio State Univ.; Supt. of Columbia Twp. Sch., Columbia Station, Ohio, since 1946.
- Locke, John F., B.S.'31, Univ. of Cincinnati; Dir., Dept. of Community Relations, Pub. Sch., Cincinnati, Ohio, since 1938.
- Long, Howard H., B.S.'15, Howard Univ.; M.A.'16, Clark Univ.; D.Ed.'33, Harvard Univ.; Dean, Central State Col., Wilberforce, Ohio, since 1948.
- Loos, Leonard E., A.B.'22, Wittenberg Col.; M.A.'26, Tehrs. Col., Columbia Univ.; Ph.D.'40, New York Univ.; Prin., Shore Sch., Euclid, Ohio, since 1937.
- Love, Wendell K., B.S. in Ed.'34, Ohio Univ.; M.Ed.'52, Ohio State Univ., Supt., WASHINGTON Local Sch., Dublin, Ohio, since 1951.
- Lower, Kenneth E., B.A.'29, Baldwin-Wallice Col.; M.A.'40, Western Reserve Univ.; Supt., Exempted Village Schs., North Olmstead, Ohio, since 1947.
- Lucas, Homer C., A.B.'20, Ohio Wesleyan Univ.; Ginn and Co., Columbus, Ohio.
- Lucas, Robert E., B.S. in Ed.'37, Wilmington Col.; M.A.'46, Ohio State Univ.; Elem. Supvr., State Dept. of Educ., Columbus, Ohio, since 1951.
- McBride, James H., B.S.'35, Muskingum Col.; M.A.'40, Univ. of Colo.; Supt. of City Sch., Norwalk, Ohio, since 1949.
- McBride, James L., Ph.M.'36, Univ. of Wis.; Supt. of Columbiana Co. Sch., Lisbon, Ohio, since 1950.
- McCarroll, Emmet F., A.B.'25, Otterbein Col.; M.A.'40, Univ. of Mich.; Supt. of Sch., Dennison, Ohio, since 1937.
- McClintock, Douglas, M.A.'47, Western Reserve Univ.; Local Supt. of Sch., Kirtland H. S., Willoughby, Ohio, since 1949.
- McConagha, Glenn L., Ph.D.'42, Ohio State Univ.; Admin. Vicepres., Muskingum Col., New Concord, Ohio, since 1953.
- McCord, Harold C., B.S. in Ed.'26, Ohio Univ.; M.A.'34, Ohio State Univ.; Supt. of Sch., Worthington, Ohio, since 1938.
- McCormick, R. L., B.S.'28, Ball State Tchrs Col. (Ind.); M.A.'32, Columbia Univ.; Supt. of Sch., Huron, Ohio, since 1939.
- McCoy, Raymond F., A.B.'34, Xavier Univ.; M.A.'35, B.E.'36, Ed.D.'39, Univ. of Cincinnati; Chmn., Dept. of Educ. and Dir., Grad. Div., Xavier Univ., Cincinnati, Ohio, since 1946.
- McDermott, Harold C., M.A.'51, Univ. of Cincinnati; Supt. of Sch., Sidney, Ohio, since 1951.
- McDonald, Ralph W., A.B.'25, Hendrix Col.; A.M.'27, Ph.D.'33, Duke Univ.; Pres., Bowling Green State Univ., Bowling Green, Ohio, since 1951.
- McDougall, Richard E. C., A.B.'16, Greenville Col.; M.A.'25, Northwestern Univ.; Ph.D.'43, Ohio State Univ.; Supt. of Sch., Orrville, Ohio, since 1936.
- McDowell, John P., B.A.'23, Col. of Wooster; M.A.'30, Univ. of Akron; Supt. of Sch., Hudson, Ohio, since 1951.
- McFarland, G. E., B.S.'12, Otterbein Col.; M.A.'32, Ohio State Univ.; Supt. of Delaware Co. Sch., Delaware, Ohio, since 1937.
- McGlone, Olin G., B.S. in Ed.'31, M.A.'38, Ohio State Univ.; Supt., Marlboro Local Sch., Louisville, Ohio, since 1948.
- McGowan, Howard M., B.A.'25, Hiram Col.; M.A.'29, Ohio State Univ.; Supt. of Pub. Sch., McDonald, Ohio, since 1952.
- McKelvey, Frederick H., A.B.'30, Univ. of Ill., Ed.M.'36, Harvard Univ., Dir., Univ. Center for Educ. Serv., Col. of Educ., Ohio Univ., Athens, Ohio, since 1948.
- McKelvey, Herbert W., A.B.'27, Ohio Univ.; M.A.'34, Ohio State Univ.; Supt. of Sch., Portsmouth, Ohio, since 1949.
- McKibben, Ralph M., M.A.'46, Ohio State Univ., Putnam Co Supt. of Sch., Ottawa, Ohio, since 1950.
- McMullen, R. F., B.A.'13, M.A.'32, Ohio State Univ.; Supt. of Sch., Loudonville, Ohio, since 1929.
- McMurry, Robert H., B.S. in Ed.'46, Youngstown Col.; M.S. in Ed.'50, Westminster town Col. (Pa.), Asst. Supt. and Elem. Supvr., Ashtabula Co. Sch., Jefferson, Ohio, since 1950.
- McPhersoo, William N., B.S.'28, M.S.'37, Ind State Tchrs Col., Terre Haute; Supvg. Prin., Union-Scioto Sch., Chillicothe, Ohio, since 1950.
- MacKey, Carl L., A.B.'18, Marietta Col.; M.A.'51, Univ. of Wyo.; Supt. of Sch., Sandusky, Ohio, since 1953.
- Majick, Louis, B.S. in Ed.'48, Youngstown Col.; M.Ed.'53, Kent State Univ.; Exec. Head, Lordstown Local Sch., Warren, Ohio, since 1952.
- Major, John A., B.S. in Ed.'38, Ohio Northern Univ.; M.A.'51, Columbia Univ.; Supt. of Sch., Solon, Ohio, since 1952.
- Malone, E. R., B.S.Ed.'35, Ohio Northern Univ.; M.S. Ed.'42, Univ. of Akron; Exec. Head, Twp Sch., Copley, Ohio, since 1939.
- Manning, Fred H., A.B.'45, Shepherd State Col.; M.A.'49, W. Va. Univ.; Prin. of Marion-Franklin H. S., Columbus, Ohio, since 1953.
- Martin, Herman M., B.S. in Ed.'32, M.A.'41, Ohio State Univ.; Supt. of Madison Twp. Sch., Groveport, Ohio, since 1946.
- Martin, Stanley E., A.B.'35, Denison Univ.; M.A.'42, Ohio State Univ.; Arch., McLaughlin and Keil, Lima, Ohio, since 1952.
- Mattes, Milan, B.S.'23, Mount Union Col.; M.A.'39, Western Reserve Univ.; Supt. of Exempted Village Sch Dist., Newton Falls, Ohio, since 1946.
- Maxwell, W. T., B.S.'42, Ohio State Univ.; M.A.'50, Miami Univ.; Prin., East Elem. Sch., Greenville, Ohio.

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- Mayer, Lewis F., B.A.'20, Col. of Wooster; M.A.'30, Ohio State Univ.; Supt. of Fairview Park Sch., Cleveland, Ohio, since 1921.
- Metzger, D. B., B.A.'24, Heidelberg Col.; M.A.'28, Ohio State Univ., Supt. of Sch., Toronto, Ohio, since 1944.
- Michel, Gerald H., A.B.'23, Ohio Wesleyan Univ.; M.A.'31, Columbia Univ., Supt. of Sch., Wickliffe, Ohio, since 1945.
- Mikesell, Ralph H., A.B.'30, Ohio Northern Univ.; M.A.'34, Ohio State Univ.; Supt., Exempted Village Schs., Eaton, Ohio, since 1945.
- Miller, Donald F., B.S. in Ed.'36, Ohio Univ.; Ed.M.'40, Univ. of Pittsburgh; Asst. Supt. in chg. of Bus. Affairs, Shadyside, Ohio, since 1952.
- Miller, Edgar F., B.S.'25, Denison Univ.; M.A.'33, Columbia Univ.; Supt. of York Twp. Sch., Clyde, Ohio, since 1948.
- Miller, I. J., B.S.'35, Baldwin-Wallace Col.; M.S.'42, Western Reserve Univ., Supt. of City Sch., Bucyrus, Ohio, since 1950.
- Miller, I. William, B.S. in Ed.'33, M.A.'33, Bowling Green State Univ.; Exec. Head of Sch., Woodville, Ohio, since 1950.
- Miller, M. Hughes, A.B.'29, Muhlenberg Col.; M.A.'32, Univ. of Pa.; Mgr., Wesleyan Univ. Press, Inc., 400 South Front St., Columbus, Ohio.
- Miller, Marvin H., B.S.'30, Ohio Univ.; A.M.'37, Ohio State Univ.; Supt., Big Walnut Sch., Sunbury, Ohio, since 1950.
- Miller, Paul A., B.S. in Ed.'36, Wilmington Col.; M.A.'41, Miami Univ.; Ph.D.'51, Ohio State Univ.; Supt. of Sch., Warren, Ohio, since 1951.
- Miller, Theron O., B.S.'32, M.A.'48, Bowling Green State Univ.; Exec. Head, Fla. Local Sch., Napoleon, Ohio, since 1940.
- Miller, W. W., A.B.'22, Goshen Col.; M.A.'28, Ph.D.'39, Ohio State Univ.; Asst. Supt. of Sch., Columbus, Ohio, since 1936.
- Miller, Wade E., A.B.'11, Heidelberg Col.; M.A.'16, Ohio State Univ.; Supt. of Pub. Instr., Middletown, Ohio, 1944-53 (retired), Address: 3214 Grand Ave., Middletown, Ohio.
- Miller, William Lawrence, A.B.'16, Muskingum Col.; M.A.'33, Univ. of Pittsburgh; Supt. of Sch., Mansfield, Ohio, since 1934.
- Mills, DeWitt T., M.A.'17, Ohio State Univ.; Co. Supt. of Sch., Marion, Ohio, since 1931.
- Milner, Alfred W., M.S.'42, Ohio Univ.; Tchrs., Hamilton Co. Schs., Newtown, Ohio, since 1953.
- Moffett, V. B., A.B.'29, Wittenberg Col.; M.A.'38, Ohio State Univ.; Co. Supt. of Sch., Ashland, Ohio, since 1939.
- Moore, Benjamin Arthur, B.Sc. in Ed.'19, Ohio Northern Univ.; M.A.'33, Ohio State Univ.; Asst. Dir., Ohio Scholarship Tests, State Dept. of Educ., Columbus, Ohio, since 1938.
- Morgan, Thomas O., M.A. in Ed.'42, Kent State Univ.; Supt. of Sch., Tallmadge, Ohio, since 1949.
- *Morris, M. Ray, B.S. in Ed.'27, Muskingum Col.; B.S. in Bus. Admin.'28, Bias Col.; M.A.'39, Columbia Univ.; Supt. of Sch., Westerville, Ohio, since 1943.
- Morrison, J. H., A.B.'26, Ohio Univ.; M.A.'40, Wittenberg Col.; Supt. of Northridge Sch., Dayton, Ohio, since 1929.
- Morton, M. B., A.B.'29, Wittenberg Col.; M.A.'35, Ohio State Univ.; Supt. of Sch., Vandalia, Ohio, since 1935.
- Munzenmayer, L. H., Ph.D.'31, Ohio State Univ.; Prof. of Educ. and Dir. of Appointments, Kent State Univ., Kent, Ohio, since 1931.
- Murray, A.B.'27, Bluffton Col.; M.A.'35, Ohio State Univ.; Supt. of Exempted Village Sch., Bluffton, Ohio, since 1949.
- Mnagrave, Oscar L., B.A.'34, Findlay Col.; M.A.'45, Ohio State Univ.; Supt. of Sch., Lebanon, Ohio, since 1951.
- Muazelman, D. L., A.B.'26, Bluffton Col.; M.A.'39, Ohio State Univ.; Supt. of Sch., Geneva, Ohio, since 1952.
- Naragon, Lloyd E., B.S.'31, Heidelberg Col.; M.A.'39, Columbia Univ.; Supt. of Buckeye Local Sch., Medina, Ohio, since 1936.
- Nash, Robert L., B.A.'32, Muskingum Col.; M.A.'38, Ohio State Univ.; Prin. of McGuffey Sch., Columbus, Ohio, since 1952.
- Neal, Frank, A.B.'30, M.S.'40, Ind. Univ.; Supt. of Fowler Sch., Nutwood, Ohio, since 1928.
- Neal, Richard W., B.S. in Ed.'37, M.A. in Ed.'46, Kent State Univ.; Local Supt. of Sch., Rock Creek, Ohio, since 1943.
- Nelson, David C., B.S. in Ed.'34, M.Ed.'51, Kent State Univ.; Exec. Head of Sch., Suffield, Ohio, since 1943.
- Nelson, L. Warren, Ed.D.'52, Tchrs. Col., Columbia Univ.; Prof. of Educ., Miami Univ., Oxford, Ohio, since 1952.
- Nichols, Harold L., A.B.'39, Mt. Union Col.; M.A.'47, Ph.D.'52, Ohio State Univ.; Asst. Supt. of Sch., Mt. Vernon, Ohio, since 1952.
- Nisonger, I. J., B.S. in Ed.'27, M.A.'36, Ohio State Univ.; Supt., Boardman Local Sch., Youngstown, Ohio, since 1945.
- Nolley, Gilbert, B.S.'32, M.S.'33, Akron Univ.; Exec. Head, East Franklin Pub. Sch., Akron, Ohio, since 1937.
- Nystrom, Wendell C., A.B.'14, Bethany Col.; M.A.'34, Ph.D.'37, Univ. of Kansas; Dean and Prof. of Educ., Wittenberg Col., Springfield, Ohio, since 1937.
- Oldfather, Robert B., A.B.'25, Heidelberg Col.; M.A.'37, Ohio State Univ.; Supt. of City Sch., Painesville, Ohio, since 1948.
- Oman, Durling W., A.B.'27, Findlay Col.; M.A.'34, Univ. of Mich.; Wyandot Co. Supt. of Sch., Upper Sandusky, Ohio, since 1948.
- Ott, Orson E., A.B.'35, B.S. in Ed.'36, M.A.'51, Kent State Univ.; Supt. of Sch., Garrettsville, Ohio, since 1946.
- Painter, William I., A.B.'25, Oakland City Col.; M.A.'29, Ph.D.'33, Ind. Univ.; Assoc. Prof. of Educ., Univ. of Akron, Akron, Ohio, since 1945.
- Patteraon, C. M., A.B.'30, James Millikin Univ.; M.A.'34, Ohio State Univ.; Supt. of Sch., Bay Village, Ohio, since 1950.
- Pattnn, Lee M., B.S.'20, Univ. of Ill.; M.S.'51, Kent State Univ.; Supt., Northfield-Macedonia Local Sch. Dist., Sagamore Hills, Northfield, Ohio, since 1951.
- Pelley, Harry L., B.S. in Bus. Admin.'49, B.S. in Ed.'49, Kent State Univ.; Supt., Beach City-Willmot Pub. Sch., Beach City, Ohio, since 1952.
- Peters, W. A., Supt. of Sch., Bettsville, Ohio.

- Porter, William O., B.S. in Ed.'35, M.S. '39, Ohio Univ.; Morgan Co. Supt. of Sch., McConnellsville, Ohio, since 1948.
- Powers, Fred R., A.B.'13, Oberlin Col.; A.M.'20, Tchrs. Col., Columbia Univ.; Supt. of Sch., Amherst, Ohio, since 1918.
- Prass, J. E., B.S. in Ed.'30, Ohio State Univ.; Asst. Supt. in chg. of Curriculum, Van Buren Twp. Sch., Dayton, Ohio, since 1952.
- Pugh, Roy M., B.S.'20, Ohio Northern Univ.; M.A.'33, Ohio State Univ.; Supt. of Bath-Richfield Sch., Akron, Ohio, since 1950.
- Purdy, Woodrow W., A.B.'35, Otterbein Col.; M.A.'40, Miami Univ. (Ohio); Supt. of City Sch., Urbana, Ohio, since 1950.
- Quick, Thomas J., B.S. in Ed.'33, M.Ed.'41, Ohio Univ.; Exec. Head of Utica-Wash. Local Sch., Utica, Ohio, since 1951.
- Ramseyer, John A., A.B.'29, Bluffton Col.; M.A.'34, Ph.D.'48, Ohio State Univ.; Prof. and Dir., Sch.-Community Development Study, Ohio State Univ., Columbus, Ohio, since 1951.
- Rasmus, Carl J., A.B.'28, Defiance Col.; M.A.'33, Columbia Univ.; Supt. of Sch., Celina, Ohio, since 1942.
- Ross, Floyd, A.B.'26, Otterbein Col.; Asst. Co. Supt. of Sch., Dayton, Ohio, since 1934.
- Rousch, Calvin P., B.S. in Ed.'26, Kent State Univ.; M.S. in Ed.'40, Univ. of Akron; Portage Co. Supt. of Sch., Ravenna, Ohio, since 1934.
- Rover, Virgil L., B.S.'29, Otterbein Col.; M.A.'37, Ohio State Univ.; Supt. of Sch., Ashland, Ohio, since 1953.
- Resnick, Cecil A., B.S.'47, M.A.'50, Kent State Univ.; Local Supt. of Sch., Twinsburg, Ohio, since 1950.
- Redd, Bryan, B.S.'25, M.S.'26, M.A. in Sch. Adm.'37, Ohio State Univ.; Supt. of Sch., Somerset, Ohio, since 1951.
- Reeder, Ward O., A.B.'14, Ind. Univ.; A.M. '19, Ph.D.'21, Univ. of Chicago; Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1922.
- Reinholt, F. N., B.S. in Ed.'23, Ohio State Univ.; M.Ed.'38, Univ. of Pittsburgh; Supt. of Sch., Bellaire, Ohio, since 1949.
- Remy, Ayden A., B.S.'18, Kenyon Col.; M.A.'32, Ohio State Univ.; Supt. of Pub. Sch., Crestline, Ohio, since 1945.
- Repiogle, Laurence K., A.B.'19, Otterbein Col.; A.M.'24, Columbia Univ.; Asst. Supt. of Sch., Columbus, Ohio, since 1936.
- Reynolds, R. C., B.S.'30, Muskingum Col.; M.A.'42, Univ. of Pittsburgh; Supt. of Exempted Village Sch., Hubbard, Ohio, since 1948.
- Rice, Clarence L., B.C.E.'32, M.A.'37, Ohio State Univ.; Supt. of Brooklyn City Sch., Cleveland, Ohio, since 1946.
- Rice, D. R., B.S.'15, Ohio Northern Univ.; M.A.'28, Tchrs. Col., Columbia Univ.; Supt. of Sch., Mentor, Ohio, since 1924.
- Riegel, Ernest F., A.B.'28, Otterbein Col.; B.A.'30, George Williams Col.; M.A.'30, Univ. of Chicago; Supt. of Sch., New Lebanon, Ohio, since 1944.
- Rinehart, John S., B.S.'38, M.A.'39, Bowling Green State Univ.; Supt. of Sch., Perrysburg, Ohio, since 1948.
- Rochie, Harry E., A.B.'20, Mt. Union Col.; M.A.'24, Univ. of Akron; Ph.D.'40, Western Reserve Univ.; Asst. Supt. of Sch., Cleveland, Ohio, since 1942.
- *Roberts, Edward D., B.A.'99, M.A.'07, Univ. of Cincinnati; M.A.'08, Tchrs. Col., Columbia Univ.; LL.D.'32, Col. of Wooster. Address: 3533 Burch Ave., Cincinnati 8, Ohio.
- Roeder, Donald B., A.B.'27, Manchester Col.; M.A.'34, Ohio State Univ.; Supt. of Sch., Newcomerstown, Ohio, since 1942.
- Rogge, H. W., M.A.'39, Ohio State Univ.; Supt. of Sch., Bryan, Ohio, since 1946.
- Rohleder, W. C., A.B.'20, M.A.'23, Ohio State Univ.; Supt. of Sch., Grandview Heights, Columbus, Ohio, since 1927.
- Rondebush, George E., B.S. in Ed.'18, Ohio State Univ.; M.A.'23, Tchrs. Col., Columbia Univ.; D.Ed.'40, Ohio Wesleyan Univ.; Supt. of Sch., Columbus, Ohio, 1937-49 (retired). Address: 182 W. Royal Forest Blvd., Columbus 2, Ohio.
- Roush, William J., B.S.'37, Geneva Col.; M.Ed.'44, Univ. of Pittsburgh; Supt. of Sch., Cortland, Ohio, since 1945.
- Routson, Martin L., B.A.'30, Wittenberg Col.; M.A.'31, Ohio State Univ.; Prin., Concord Local Sch., Troy, Ohio, since 1936.
- Rudy, Jay B., B.S. in Ed.'22, Col. of Wooster; M.A.'35, Ohio State Univ.; Supt. of City Sch., New Philadelphia, Ohio, since 1951.
- Rupp, Allen E., B.A.'23, Ohio Wesleyan Univ.; M.A.'34, Ohio State Univ.; Supt. of Sch., Fremont, Ohio, since 1953.
- Ryan, Carl J., B.A.'16, Univ. of Dayton; M.A.'24, Ph.D.'27, Catholic Univ. of America; Supt. of Parochial Sch., Cincinnati, Ohio, since 1932.
- Ryder, Harold, B.S.'21, M.S.'22, Ohio Northern Univ.; M.A.'24, Ohio State Univ.; Co. Supt. of Sch., Toledo, Ohio, since 1940.
- Salisbury, Robert Kenneth, B.A.'23, M.Sc. '33, Ohio State Univ.; Supt. of Exempted Village Sch., Georgetown, Ohio, 1947-53 (retired). Address: Russellville, Ohio.
- Sanders, Herschel W., B.S. in Bus. Admin. '30, Miami Univ.; B.S. in Ed.'30, Wilmington Col.; M.A.'36, Ohio State Univ.; Asst. Supt. of Preble Co. Sch., Eaton, Ohio, since 1952.
- Sands, Lewis, B.S. in Ed.'25, Ohio Univ.; M.A.'31, Western Reserve Univ.; Supt. of Sch., Chagrin Falls, Ohio, since 1927.
- Sauder, Harold C., B.S.'27, M.A.'37, Ohio State Univ.; Supt. of Jackson Local Sch., Massillon, Ohio, since 1932.
- Sawmiller, R. O., B.S.'45, Iowa State Univ.; Exec. Head, Van Del Local Sch., Middle Point, Ohio, since 1952.
- Schaaf, Orlus H., B.S. in Ed., Ashland Col.; M.A., Western Reserve Univ.; Supt., Garfield Heights City Sch., Cleveland, Ohio, since 1949.
- Schacht, Elmer J., B.S.'42, Baldwin-Wallace Col.; M.S.Ed.'51, Westminster Col.; Supt. of Sch., New London, Ohio, since 1952.
- Schafer, Russell E., B.S.'21, Ohio Northern Univ.; M.A.'32, Columbia Univ.; Supt. of Sch., Alliance, Ohio, since 1942.
- Scheetz, Harvey A., B.S.'29, Kent State Univ.; M.A.'33, Western Reserve Univ.; Supt. of Mayfield City Sch., Mayfield Heights, Ohio, since 1943.

- Schinnerer, Mark C., A.B.'20, Ind. State Tchrs. Col., Terre Haute; A.M.'23, Tchrs. Col., Columbia Univ.; Ph.D.'43, Western Reserve Univ., Supt. of Sch., Cleveland, Ohio, since 1947.
- Schlott, Ralph C., B.A.'43, Mount Union Col.; M.A.'49, Kent State Univ.; Exec. Head of Sch., Atwater, Ohio, since 1951.
- Schofield, F. R., B.A.'19, Western Reserve Univ.; M.A.'26, Ohio State Univ.; Grauga Co. Supt. of Sch., Chardon, Ohio, since 1927.
- *Schweisberger, Harold C., B.S.'28, Wooster Col.; M.A.'49, Columbia Univ.; Local Supt., Richfield Sch., West Richfield, Ohio, since 1930. Address: Box 242, North Canton, Ohio.
- Seaborn, Joseph, Jr., B.S.'29, Ohio Northern Univ.; M.Ed.'38, Univ. of Pittsburgh; Supt., Weathersfield Twp. Sch., Mineral Ridge, Ohio, since 1940.
- Sebold, Harold, A.B.'30, Capital Univ.; M.A.'35, Ohio State Univ.; Licking Co. Supt. of Sch., Newark, Ohio, since 1950.
- Shade, Walter E., B.S.'16, M.A.'34, Ohio State Univ.; Supt. of Sch., West Carrollton, Ohio, since 1931.
- Shank, M. E., A.B.'34, Findlay Col.; M.A.'42, Ohio State Univ.; Supt. of Sch., Galion, Ohio, since 1948.
- Shanks, Carl H., A.B.'27, Cedarville Col.; M.A.'38, Miami Univ.; Co. Supt. of Sch., Wilmington, Ohio, since 1932.
- Shaw, E. G., Supt. of Beaver Creek Sch., Dayton, Ohio.
- Shaw, Roger M., B.S.'36, M.S.'38, Univ. of Ill.; Ph.D.'42, Ind. Univ.; Prof. of Educ., Kent State Univ., Kent, Ohio, since 1949.
- Shepherd, Donald W., A.B.'34, Ohio Univ.; M.A.'38, Ohio State Univ.; Supt. of Sch., Barnesville, Ohio, since 1949.
- Shields, C. Dallas, Sales Mgr., Superior Coach Corp., Lima, Ohio, since 1939.
- Shipman, William A., B.S. in Ed.'36, M.Ed.'39, Kent State Univ.; Local Supt. of Orand Valley Schs., Orwell, Ohio, since 1946.
- Shreve, John W., M.A.'40, W. Va. Univ.; Dir. of Research, Pub. Sch., Cincinnati, Ohio, since 1952.
- Shull, John R., B.A.'39, Emmanuel Missionary Col.; Prin. and Bus. Mgr., Mt. Vernon Academy, Mt. Vernon, Ohio, since 1947.
- Shuman, William L., A.B.'21, M.A.'29, Ohio State Univ.; Supt. of Sch., Cuyahoga Co., Cleveland, Ohio, since 1943.
- Shutter, L. D., A.B.'23, Ohio Wesleyan Univ.; M.A.'41, Ohio State Univ.; Exec. Secy., State Tchrs. Retirement System of Ohio, Columbus, Ohio, since 1947.
- Sibbing, Paul A., B.A.'17, Univ. of Dayton; Lic. Sc. 26, Univ. of Fribourg, Switzerland, Supvr. of Marianist Schs., Mt. St. John, Dayton, Ohio, since 1946.
- Sims, Cecil Melville, B.A.'14, M.A.'27, Ohio State Univ.; State Supvr., Div. of Elem. and Sec. Educ., State Dept. of Educ., Columbus, Ohio, since 1952.
- Sims, D. D., A.B.'17, M.A.'27, Ohio State Univ.; Supt. of Sch., Port Clinton, Ohio, since 1937.
- Smclair, Roy E., B.S.'28, Mt. Union Col.; M.A.'37, Ohio State Univ.; Supt., North Central Local Sch., Sterling, Ohio.
- Slade, William, Jr., B.S.'17, Middlebury Col.; M.A.'20, Tchrs. Col., Columbia Univ.; Supt. of Sch., Shaker Hgts., Ohio, since 1944.
- Slager, Fred C., B.S. in Ed.'20, Ohio Northern Univ.; M.A.'22, Ph.D.'36, Ohio State Univ.; Prin., Central H. S., Columbus, Ohio, since 1944.
- Slutz, Frank Durward, A.B.'04, M.A.'06, Mount Union Col.; M.A.'11, Harvard Univ.; Litt.D.'15, Univ. of Denver; L.H.D.'28, Mount Union Col. Address: 16 Lexington Ave., Dayton 7, Ohio.
- Smith, David R., B.A.'21, M.A.'22, Ohio Wesleyan Univ.; Supt. of Sch., Delaware, Ohio, since 1933.
- Smith, L. J., B.Sc.'18, Ohio State Univ.; M.Sc.'37, Cornell Univ.; Supt. of Sch., Massillon, Ohio, since 1936.
- Smith, Paul F., B.A.'32, Heidelberg Col.; M.A.'46, Ohio State Univ.; Supt. of Sch., Shadyside, Ohio, since 1946.
- Smith, Robert Lyle, B.S. in Ed.'50, Youngstown Col.; M.A. in Admin.'52, Ohio State Univ.; Supt., Bristol Township Sch., Bristolville, Ohio, since 1952.
- Smith, William A., A.B.'29, M.Ed.'42, Ohio Univ.; Supt. of Sch., Washington Court House, Ohio, since 1953.
- Smith, Willis Clark, A.B.'27, Merion Col.; M.A.'38, Ohio State Univ.; Mahoning Co. Supt. of Sch., Youngstown, Ohio, since 1950.
- Sollars, S. K., B.A.'28, Ohio Wesleyan Univ.; M.A.'38, Ohio State Univ.; Crawford Co. Supt. of Sch., Bucyrus, Ohio, since 1948.
- Specht, Clarence W., Ph.B.'28, Xavier Univ.; M.Ed.'33, Univ. of Pittsburgh; Co. Supt. of Local Sch., Fort Jennings, Ohio.
- Spengler, Jacob H., B.S.'31, Bowling Green State Univ.; M.A.'42, Univ. of Mich.; Supt. of Sch., Archbold, Ohio, since 1948.
- Springer, Wilbur J., B.S.'25, Mt. Union Col.; Ed.M.'32, Harvard Univ.; Supt. of Sch., Ashland, Ohio, 1950-53.
- Stahly, Gerald B., A.B.'26, Bluffton Col.; A.M.'38, Ohio State Univ.; Supvr. of Educ., The Boys Indus. Sch., Lancaster, Ohio, since 1940.
- Stallbohm, H. R., B.S.'26, Northeast Mo. State Tchrs. Col., Kirksville; Vicepres., Bd. of Educ., Lima, Ohio, since 1950.
- Stalter, S. S., Mgr., Cincinnati Div. of American Book Co., Cincinnati, Ohio, since 1945.
- Stebbins, Walter E., B.S. in Ed.'37, Univ. of Dayton; Supt. of Mad River Twp. Sch., Dayton, Ohio, since 1939.
- Stungley, C. L., B.S.'22, Wilmington Col.; M.A.'28, Ohio State Univ.; Supt. of Washington Twp. Sch., Centerville, Ohio, since 1939.
- Stinson, William S., B.S.'29, M.A.'38, Ohio State Univ.; Supt. of West Franklin Local Sch., Clinton, Ohio, since 1930.
- Stover, James D., B.A.'12, M.A.'13, Princeton Univ.; Asst. Supt. of Sch., Cincinnati, Ohio, since 1929.
- Streitz, Ruth, Ph.B.'21, M.A.'22, Univ. of Chicago; Ph.D.'26, Columbia Univ.; Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1938.
- Sullivan, Henry Lee, B.Sc. in Ed.'19, Ohio Univ.; M.A.'27, Columbia Univ.; Supt. of Sch., Marietta, Ohio, since 1928.

- Summers, Donald F., B.A.'24, M.A.'31, Ohio State Univ.; Supt. of Sch., Zanesville, Ohio, since 1941.
- Swartz, Fred E., B.S. in Ed.'33, M.A. in Ed.'40, Kent State Univ.; Supt. of Sch., Aurora, Ohio, since 1948.
- Swasey, Fred H., B.S.'42, M.Ed.'51, Kent State Univ.; Local Supt. of Sch., Malvern, Ohio, since 1951.
- Swigart, Forrest Damon, B.S.'21, Denison Univ.; M.A.'29, Ohio State Univ.; Supt. of Sch., Bellevue, Ohio, since 1942.
- Swope, Mary B., Elem. Prin., Canton, Ohio, since 1921.
- Taylor, Charles A., B.S.'22, M.A.'40, Ohio State Univ.; Supt., Anderson Twp. Sch., Cincinnati, Ohio, since 1952.
- Tays, James T., M.A.'50, Ohio State Univ.; Exec. Head of Sch., Alexandria, Ohio, since 1952.
- Teichert, John R., B.S. in Ed.'30, Wilmington Col.; Supvg. Prin. of Sch., Waverly, Ohio, since 1932.
- Thompson, C. V., B.S.'30, M.A.'31, Wittenberg Col.; Supt. of Miami Co. Sch., Troy, Ohio, since 1942.
- Titus, W. R., B.S. in Ed.'37, Ohio State Univ.; M.Ed.'47, Univ. of Pittsburgh; Supt. of Local Sch. Dist., Kinsman, Ohio, since 1950.
- Townsend, Wayne L., B.S. in Ed.'37, Wilmington Col.; M.A. in Ed.'50, Univ. of Cincinnati; Supt. of Sch., New Haven, Ohio, since 1946.
- Towslee, C. R., B.S.'30, Ashland Col.; M.A.'36, Ohio State Univ.; Supt. of Local Sch., Brunswick, Ohio, since 1948.
- Trachsel, Raymond E., B.S. in Ed.'27, Kent Univ.; M.A.'36, Ohio State Univ.; Supt. of Sch., North Canton, Ohio, since 1938.
- Tyler, I. Keith, B.A.'25, Univ. of Nebr.; M.A.'30, Tchrs. Col., Columbia Univ.; Ph.D.'39, Columbia Univ.; Dir. of Radio Educ. and Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1944.
- Van Atta, E. A., B.S. in Ed.'31, Ohio Northern Univ.; M.A.'35, Ohio State Univ.; Supt. of Sch., North Baltimore, Ohio, since 1947.
- Virtue, Ross M., A.B.'24, Muskingum Col.; M.A.'35, Ohio State Univ.; Supt. of Sch., Gnadenhutten, Ohio, since 1941.
- Wagner, Homer, A.B.'24, Manchester Col.; Prin., Van Buren Jr. H. S., Dayton, Ohio, since 1949.
- Waldorf, Harry B., B.S.'27, Muskingum Col.; M.A.'33, Ohio State Univ.; Supt. of Sch., Bridgeport, Ohio, since 1946.
- Walker, George A., A.B. in Com.'29, Ohio Univ.; M.A. in Ed.'39, Akron Univ.; Supt. of Warrensville Heights Sch., Cleveland, Ohio, since 1942.
- Walls, L. Earl, B.S. in Ed.'26, Muskingum Col.; Asst. Co. Supt. of Sch., St. Clairsville, Ohio, since 1943.
- Wanamaker, J. H., A.B.'30, M.S.'32, Western Reserve Univ.; City Supt. of Sch., Conneaut, Ohio, since 1952.
- Warner, Rodney J., B.S.'22, M.A.'29, Ohio State Univ.; Supt. of Sch., Xenia, Ohio, since 1936.
- Warner, Roger B., B.S.'22, M.A.'31, Ohio State Univ.; Supt. of Sch., Ashley, Ohio, since 1931.
- Warnke, Robert, M.A.'36, Wittenberg Col.; Supt. of Sch., Brookville, Ohio, since 1941.
- Wasik, Stanley, B.B.A.'46, Westminster Col.; M.Ed.'49, Univ. of Pittsburgh; Prin., Kinsman, Ohio, since 1952.
- Watson, Charles M., B.S. in Ed.'31, M.A.'38, Ohio State Univ.; Supt. of Sch., Jefferson, Ohio, since 1945.
- Watson, Kenneth A., B.S.'34, Ohio Univ.; M.A.'40, Ohio State Univ.; Supt. of Village Sch., Bellville, Ohio, since 1950.
- Watters, Richard W., A.B.'31, Georgetown Col.; M.A.'46, Univ. of Ky.; Supt. of Sch., Waynesville, Ohio, since 1951.
- Way, Chester A., B.S., M.Ed., Ohio Univ.; Asst. to Supt. of Pike Co. Sch., Waverly, Ohio, since 1953.
- Weihle, R. F., B.S. in Ed.'40, Bowling Green State Univ.; M.S. in Ed.'48, Ind. Univ.; Exec. Head, Highland-South Richland Local Sch., Defiance, Ohio, since 1945.
- Weir, Kenneth J., B.S.'30, Ohio Northern Univ.; M.S.'32, Ohio State Univ.; Exec. Head, Saybrook Local Sch. Dist., Ash-tahula, Ohio, since 1932.
- Welfle, (Rev.) Frederick E., S.J., B.A.'22, M.A.'23, Gonzaga Univ.; M.A.'30, St. Louis Univ.; Ph.D.'40, Ohio State Univ.; Pres., John Carroll Univ.; Cleveland, Ohio, since 1946.
- Wenger, Paul, B.A.'25, Bluffton Col.; M.A.'30, Ohio State Univ.; Supt. of Sch., Lancaster, Ohio, since 1938.
- Wesley, Charles H., B.A.'11, Flak Univ.; M.A.'13, Yale Univ.; Ph.D.'25, Harvard Univ.; Pres., Central State Col., Wilberforce, Ohio.
- West, Glen C., B.S. in Ed.'17, Ohio Univ.; M.A.'28, Columbia Univ.; Mercer Co. Supt. of Sch., Celina, Ohio.
- West, Herschel D., B.S.'30, Wilmington Col.; M.A.'40, Columbia Univ.; Supt. of Brown Co. Sch., Georgetown, Ohio, since 1937.
- Whinnery, Karl E., Ph.B.'12, Mt. Union Col.; M.A.'16, Univ. of Wis.; Supt. of Sch., Sandusky, Ohio, 1939-53 (retired).
- White, Harold A., B.A.'25, Baldwin-Wallace Col.; M.A.'29, Columbia Univ.; Co. Supt. of Sch., Medina, Ohio, since 1947.
- Whitehead, Willis A., B.Arch.'30, M.A.'33, Ohio State Univ. Address: Outcalt, Guenther and Associates, Architects, 13124 Shaker Sq., Cleveland, Ohio, since 1949.
- Whitman, William A., B.S.'20, Bowling Green State Univ.; M.A.'31, Univ. of Toledo; Sandusky Co. Supt. of Sch., Fremont, Ohio, since 1939.
- Wical, Noel, A.B.'32, Bethany Col. (W. Va.); Educ. Writer, *The Cleveland Press*, Cleveland, Ohio, since 1946.
- Wickham, Terry, A.B.'20, Heidelberg Col.; M.A.'27, Ohio State Univ.; Ph.D.'49, Catawba Col.; Pres., Heidelberg Col., Tiffin, Ohio, since 1948.
- Wigton, Charles E., A.B.'19, Ohio Wesleyan Univ.; M.A.'37, Northwestern Univ.; Supt. of Sch., Oberlin, Ohio, since 1937.
- Wilds, Harold M., B.S. in Ed.'49, Youngs-town Col.; M.Ed.'52, Univ. of Pittsburgh; Exec. Head of Sch., Hartford, Ohio, since 1952.

OHIO

- Wiley, F. L., A.B. and B.S. in Ed.'05, Univ. of Mo.; A.M.'09, Tchrs. Col., Columbia Univ.; Supt. of Sch. Emeritus, Cleveland Heights, Ohio, since 1951. Address: 3302 Berkshire Rd., Cleveland Heights, Ohio.
- Williams, Charles H., B.S. in Ed.'29, Wilmington Col.; M.S. in Ed.'39, Univ. of Cincinnati; Supt. of Sch., Elmwood Place, Ohio, since 1944.
- Williams, E. I. F., Ph.B.'14, Heidelberg Col.; A.M.'20, Tchrs. Col., Columbia Univ.; Ph.D.'41, Columbia Univ.; Litt O.'48, Heidelberg Col.; Head, Dept. of Educ. and Registrar, Heidelberg Col., Tiffin, Ohio, since 1915.
- Williams, John Roger, Lake Co. Supt. of Sch., Painesville, Ohio, since 1931.
- Williams, William Wendell, B.S.'35, M.A.'36, Ohio Univ.; Ph.D.'50, Ohio State Univ.; Vicepres., Linden McKinley H. S., Columbus, Ohio, since 1949.
- Wilson, Robert E., B.S. in Ed.'39, Ohio Northern Univ.; B.S. in Bus. Admin.'38, M.A.'46, Ph.D.'49, Ohio State Univ.; Asst. Supt. of Sch., Canton, Ohio, since 1951.
- Wilson, W. Harmon, Vicepres., Southwestern Publishing Co., 634 Broadway, Cincinnati, Ohio.
- Wilt, J. W., Dir., Advertising and Sales Promotion, Superior Coach Corp., Lima, Ohio.
- Woelfel, Norman, B.S.'23, M.A.'24, Ph.D.'33, Columbia Univ.; Prof. of Educ. and Dir., Teaching Aids Lab., Ohio State Univ., Columbus, Ohio, since 1943.
- Wolford, Jason, A.B.'25, Berea Col.; A.M.'39, W. Va. Univ.; Tchrs., Pub. Sch., Dayton, Ohio, since 1953.
- Wood, Ray O., B.S. in Ed.'22, Ohio Northern Univ.; M.A.'28, Ph.D.'35, Ohio State Univ.; Dir., Ohio Scholarship Tests and Instructional Research, State Dept. of Educ., Columbus, Ohio, since 1932.
- Wood, Wilbur S., B.A.'25, Otterbein Col.; M.A.'30, Ohio State Univ.; Local Supt. of Sch., Lodi, Ohio, since 1943.
- Woodford, Oelbert, B.S. in Ed.'31, Kent State Univ.; M.A.'44, Ohio State Univ.; Supt. of Sch., Oakwood, Dayton, Ohio, since 1946.
- Woodside, J. Barnes, A.B.'28, Western Reserve Univ.; M.A.'34, Columbia Univ.; Supt. of Sch., Willoughby, Ohio, since 1939.
- Yaple, Graydon W., A.B.'29, Colgate Univ.; M.A. in Ed.'35, Cornell Univ.; Ed.D.'48, Syracuse Univ.; Dean, Wilmington Col., Wilmington, Ohio, since 1950.
- Young, Calvin W., B.S.'30, M.A.'35, Miami Univ.; Supt. of Lemon Local Sch., Monroe, Ohio, since 1937.
- Young, Franklin M., B.S.'26, Otterbein Col.; M.A.'31, Ohio State Univ.; Supt. of Sch., Miamisburg, Ohio, since 1943.
- Young, Ray A., A.B.'25, Manchester Col.; M.Ed.'45, Univ. of Cincinnati; Supt. of Exempted Village Sch., Greenhills, Cincinnati, Ohio, since 1945.
- Zack, J. F., B.S.'33, Ohio Univ.; M.S.'36, Ohio State Univ.; Supvg. Prio. of Sch., Midvale, Ohio, since 1949.
- Zeller, Glenn W., M.A.'32, Ohio State Univ.; Supt. of Sch., Uhrichsville, Ohio, since 1942.
- Zinser, Woodrow W., A.B.'34, Findlay Col.; M.A.'49, Western Reserve Univ.; Supt. of Sch., Cambridge, Ohio, since 1953.

Zirhes, Laura, B.S.'25, M.A.'26, Ph.D.'28, Tchrs. Col., Columbia Univ.; Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1928.

INSTITUTIONAL MEMBERS

- Aetioch College Library, Yellow Springs, Ohio.
- Miami Univ., Library, Oxford, Ohio.
- Ohio State Library, State Office Bldg., Columbus, Ohio.
- Ohio State Univ., Library, Columbus, Ohio.
- Ohio University, Library, Athens, Ohio.
- Youngstown College, Library, Youngstown, Ohio.

OKLAHOMA

INDIVIDUAL MEMBERS

- Aaron, Allen A., B.A.'42, Northwestern State Col. (Okla.); M.Ed.'51, Phillips Univ.; Supt. of City Sch., Mangum, Okla., since 1953.
- Abbott, Whitt K., B.S.'28, Southeastern State Col., Durant, Okla.; M.S.'41, Okla. Agrl. and Mech. Col.; Prin., Alice Robertson Jr. H. S., Muskogee, Okla., since 1947.
- Abshier, (Mrs.) Leona G., M.Sc.'50, Okla. A. & M. Col.; Co. Supt. of Sch., Okemah, Okla., since 1946.
- Allen, Paul B., A.B.'27, Okla. City Univ.; M.Ed.'36, Univ. of Okla.; Supt. of Sch., Pauls Valley, Okla., since 1943.
- Armstrong, Ira R., B.S.'30, Southeastern State Col., Durant, Okla.; M.A.'36, Okla. Agrl. and Mech. Col.; Supt. of Sch., Hugo, Okla., since 1943.
- Arterbery, A. C., B.S.'27, Prairie View A. & M. Col.; M.S. in Ed.'52, Okla. A. & M. Col.; Supt. of Sch. Dist. 1-6, Logan Co., Langston, Okla., since 1947.
- Baker, Hugh, M.S.'51, Okla. A. & M. Col.; Supt. of Sch., Canadian, Okla., since 1946.
- Ball, Ralph M., B.A.'31, Okla. A. & M. Col.; Archt. Engineer, Oklahoma City, Okla., since 1942.
- Barnes, Melvin W., A.B.'32, Greenville Col.; M.S.'34, Ph.D.'41, Univ. of Ill.; Asst. Supt. of Sch. in chg. of Instr., Oklahoma City, Okla., since 1949.
- Barrett, Arthur W., B.S.'42, East Central State Col. (Okla.); M.Ed.'47, Univ. of Okla.; Supt. of Sch., Wayne, Okla., since 1953.
- Battles, E. E., A.B.'27, Ed.M.'39, Univ. of Okla.; Ed.D.'49, Stanford Univ.; Supt. of Sch., Henryetta, Okla., since 1934.
- Beall, Ross H., B.S.'21, Coe Col.; M.A.'24, Ph.D.'32, State Univ. of Iowa; Prof. of Educ., Univ. of Tulsa, Tulsa, Okla., since 1938.
- Boyer, D. Lee, A.B.'28, Southwestern State Col.; Ed.M.'40, Univ. of Okla.; Supt. of Sch., Balco, Okla., since 1948.
- Briggs, Eugene S., B.S.'12, Central Col.; M.A.'17, Univ. of Mo.; Ph.D.'34, Columbia Univ.; LL.D.'48, Phillips Univ.; Pres., Phillips Univ., Enid, Okla., since 1938.
- Brown, J. Henry, M.S.'39, Okla. Agrl. and Mech. Col.; Supt. of Sch., Coweta, Okla., since 1950.
- Buchanan, W. E., M.Ed.'52, Okla. Univ.; Supt. of Sch., Marietta, Okla., since 1953.

- Buck, Carl, B.S.'32, Southeastern State Col., Durant, Okla.; M.A.'41, Okla. A. & M. Col.; Supt. of Sch., Fox, Okla., since 1945.
- Burch, Richard, M.S.'39, Univ. of Okla.; Supt. of Sch., Elk City, Okla., since 1949.
- Burks, Arthur L., A.B.'18, Colo. State Col. of Educ., Greeley; M.Ed.'32, Univ. of Okla.; Supt. of Sch., Shawnee, Okla., since 1934.
- Burr, Merle J., B.S.'29, Central State Col. (Okla.); Ed.M.'36, Univ. of Okla.; Asst. Supt. of Sch., Oklahoma City, Okla., since 1946.
- Burton, Rupert Harold, B.A.'27, Central State Col., Edmond, Okla.; M.A.'32, Okla. A. and M. Col.; Pres., Southwestern State Col., Weatherford, Okla., since 1945.
- Caldwell, A. B., A.B.'16, Maryville Col.; M.A.'21, Ed.D.'36, Columbia Univ.; Dir. of Sch., Muskogee, Okla., since 1947.
- Caldwell, Russell C., A.B.'40, Central State Col. (Okla.); Supt. of Sch., Apache, Okla., since 1951.
- Campbell, Ralph E., B.S.'33, Col. of the Ozarks; M.S.'42, Okla. A. and M. Col.; Supt. of Sch., Tahleah, Okla., since 1950.
- Carr, William D., B.S.'30, Southeastern State Col., Durant, Okla.; M.A.'35, Columbia Univ.; Supt. of Sch., Cushing, Okla., since 1940.
- Carter, Bruce G., A.B.'28, Okla. Baptist Univ.; M.A.'32, Ed.D.'50, Univ. of Okla.; Pres., Northwestern A. & M. Col., Miami, Okla., since 1943.
- Catts, Eugene F., A.B.'36, Southwestern State Col.; Ed.M.'39, Univ. of Okla.; Supt. of Sch., Leedey, Okla., since 1940.
- Cavalier, Walter A., B.A.'39, Northeastern State Col.; M.Ed.'51, Okla. Agr. and Mech. Col.; Supt. of Sch., Davenport, Okla., since 1947.
- Cawood, E. B., B.S.'30, Northwestern State Col.; M.S.'39, Univ. of Wyo.; Supt. of Sch., Wynoka, Okla., 1940-53.
- Cecil, Elmer P., B.S.'27, Southwestern Inst. of Tech., Weatherford, Okla.; M.Ed.'38, Univ. of Okla.; Supt. of Sch., Weatherford, Okla., since 1945.
- Chambers, W. Max, A.B.'21, M.S.'29, Univ. of Okla.; Prof. Diploma '37, Tchrs. Col., Columbia Univ.; D.Ed., Colo. State Col. of Educ., Greeley; Pres., Central State Col., Edmond, Okla., since 1949.
- Clasby, W. H., B.A.'33, Central State Col. (Okla.); M.S.'36, Okla. A. & M. Col.; Dir. of Indian Educ., State Dept. of Educ., Oklahoma City, Okla., since 1947.
- Clofelter, Clifford R., M.S.'36, Okla. A. & M. Col.; Supt. of Sch., Snyder, Okla., since 1952.
- Collins, Charles C., M.A.'47, Okla. A. & M. Col.; Supt. of Sch., Red Oak, Okla., since 1950.
- Collum, M. C., B.S.'31, Southeastern State Col., Durant, Okla.; Ed.M.'37, Univ. of Okla.; Supt. of Sch., Madill, Okla., since 1938.
- Cornelison, George Coy, M.Ed.'41, Okla. Univ.; Supt. of Sch., Tipton, Okla., since 1948.
- Cornelius, T. M., B.S.'42, East Central State Col. (Okla.); M.Ed.'51, Univ. of Okla.; Supt. of Sch., Comanche, Okla., since 1952.
- Correll, Lawrence Edison, B.S.'19, M.S.'25, Okla. A. and M. Col.; Supt., Indian Agr. Sch., Chillico, Okla., since 1925.
- Costner, Elbert L., M.A.'34, Okla. Univ.; Supt. of Sch., Poteau, Okla., since 1941.
- Cox, Raymond E., M.S.'40, Okla. A. and M. Col.; Supt. of Sch., Wilburton, Okla., since 1947.
- Creech, D. D., Supt. of Sch., Arnett, Okla., since 1950.
- Crooks, C. E., M.S.'36, Phillips Univ.; Supt. of Sch., Guthrie, Okla., since 1942.
- Davis, Clarence L., B.S.'32, Southeastern State Col. (Okla.); M.S.'41, Okla. A. & M. Col.; Supt., Velma-Alma Pub. Sch., Velma, Okla., since 1952.
- Davis, J. A., M.Ed.'40, Univ. of Okla.; Supt. of Pub. Sch., Konawa, Okla., since 1940.
- Davison, O. W., A.B.'32, Central State Col., Edmond, Okla.; M.S.'37, Okla. A. and M. Col.; Ed.D.'49, Univ. of Okla.; Dir., Dept. of Adult Educ., Univ. of Okla., Norman, Okla., since 1948.
- Dean, Robin R., B.S.'31, Northern Mich. Col. of Educ.; Ed.M.'52, Univ. of Okla.; Supt. of Riverside Indian Sch., Anadarko, Okla., since 1946.
- De Wees, Clarence L., B.A.'31, B.S.'35, Southwestern Col.; Asst. Dir. of Finance, State Bd. of Educ., Oklahoma City, Okla., since 1947.
- Dunlap, E. T., B.S.'39, Southeastern State Col., Durant, Okla.; M.S. in Ed. Adm. '41, Okla. A. & M. Col.; Pres., Eastern Okla. A. & M. Col., Wilburton, Okla.
- Duty, Richard, M.A.'39, Okla. A. and M. Col.; Supt. of Sch., Stratford, Okla., since 1953.
- Easley, Marvin L., B.S.'32, Southwestern State Col. (Okla.); M.Ed.'37, Univ. of Okla.; Supt. of Sch., Erick, Okla., since 1951.
- Emans, Roy H., M.Ed.'39, Univ. of Okla.; Dir. of Finance, State Dept. of Educ., Oklahoma City, Okla., since 1941.
- Evans, Andy J., B.S.'32, Central State Col.; M.S.'41, Okla. A. and M. Col.; Supt. of Sch., Tonkawa, Okla., since 1951.
- Ferguson, Leslie Guy, B.A.'24, Central State Col.; Co. Supt. of Sch., Tulsa, Okla., since 1947.
- Fields, Walter, B.S.'31, E. Central State Col. (Okla.); M.S.'40, Okla. A. and M. Col.; Supt. of Sch., Minco, Okla., since 1951.
- Ford, Charles L., M.A.'39, Univ. of Okla.; Supt. of Independent Sch. Dist. 37, McCurtain, Okla., since 1932.
- Fox, J. B., Jr., B.A.'41, Southeastern State Col., Durant, Okla.; Supt. of Sch., Indianola, Okla., since 1948.
- Frazier, James R., B.A.'24, M.A.'32, Univ. of Okla.; Supt. of Sch., Okmulgee, Okla., since 1949.
- Garrison, Harrell E., A.B.'32, Bethany-Peniel Col.; M.S.'36, Northwestern Univ.; Ph.D.'49, George Peabody Col. for Tchrs.; Pres., Northeastern State Col., Tahlequah, Okla., since 1951.
- George, N. L., B.S. in Ed.'26, Ed.M.'31, Univ. of Okla.; Ed.D.'48, Tchrs. Col., Columbia Univ.; Asst. Supt. and Bus. Mgmt. Clerk, Pub. Sch., Oklahoma City, Okla., since 1941.

OKLAHOMA

- Geren, R. E., B.A.'30, Central State Col.; M.S.'36, Okla. A. & M. Col.; Bus. Mgr. of City Sch., Ponca City, Okla., since 1951.
- Gilliland, J. R., B.A.'39, Southwestern State Col.; Supt. of Merritt Pub. Sch., Elk City, Okla., since 1950.
- Ginn, Hugh B., B.S.'39, Southwestern State Tchrs. Col., Weatherford, Okla.; Bus. Mgr. of Pub. Sch., Oklahoma City, Okla., since 1948.
- Glasgow, M. W., A.B.'21, Univ. of Mich.; Ed.M.'32, Ed.D.'37, Univ. of Okla.; Supt. of Sch., Edmond, Okla., since 1947.
- Godfrey, Garland A., B.S.'33, M.A.'36, Okla. A. & M. Col.; Supt. of Sch., Durant, Okla., since 1952.
- Gourley, W. E., B.S.'32, Northwestern State Col., M.Ed.'50, Phillips Univ.; Supt. of Sch., Shattuck, Okla., since 1942.
- Grady, Charles E., A.B.'08, A.M.'11, Indiana Univ., Co. Supt. of Sch., Oklahoma City, Okla., since 1947.
- Hamilton, Oather L., A.B.'38, East Central State Col.; M.A.'50, Okla. A. and M. Col.; Supt. of Sch., Bearden, Okla., since 1943.
- Hann, George D., A.B.'17, Okla. Baptist Univ.; M.Ed.'36, Univ. of Okla.; Supt. of Sch., Ardmore, Okla., since 1938.
- Harrel, Kenneth H., B.S.'34, Central State Col., Edmond, Okla., M.Ed.'47, Univ. of Okla., Supt. of Sch., Fletcher, Okla., since 1933.
- Harris, Al, B.S.'31, B.A.'33, Southwestern State Col., M.A.'38, Georgia Peabody Col. for Tchrs.; Supt. of Sch., Clinton, Okla., since 1947.
- Harris, Herman, M.Ed.'41, Okla. Univ.; Supt. of Sch., Selling, Okla., since 1941.
- Harrison, G. Lamar, A.B.'26, Howard Univ.; B.E.'27, M.A.'29, Univ. of Cincinnati; Ph.D.'36, Ohio State Univ.; Pres., Langston Univ., Langston, Okla., since 1939.
- Harrison, L. C., M.S. in Ed. Adm.'49, Okla. A. & M. Col.; Supt. of Sch., Foss, Okla., since 1951.
- Harvey, Raymond, M.S.'36, Okla. A. and M. Col.; Supt. of Sch., Bixby, Okla., since 1937.
- Haynes, R. H., B.S.'33, Langston Univ.; Supt. of Sch., Tullahasse, Okla., since 1949.
- Herron, J. Arthur, M.Ed.'36, Univ. of Okla.; Supt. of Sch., Blackwell, Okla., since 1948.
- Hodge, Oliver, B.A.'29, Univ. of Tulsa; M.Ed.'33, D.Ed.'37, Univ. of Okla.; State Supt. of Pub. Instr., Oklahoma City, Okla., since 1947.
- Holmes, E. L., Supt. of Sch., Blackburn, Okla., since 1952.
- Horn, Olin G., B.A. in Ed.'40, East Central State Col., M.A. in Ed.'51, Western State Col.; Supt. of Sch., Wakita, Okla., since 1953.
- Jennings, Al, A.B. and M.S.'50, Univ. of Tulsa, Supt. of Sch., Jenks, Okla., 1952-53.
- Jimerson, Fred, A.B.'25, Hendrix Col.; M.A.'39, Univ. of Okla.; Co. Supt. of Sch., Miami, Okla., since 1941.
- Johns, Oliver D., A.B.'26, Okla. Baptist Univ.; M.Ed.'33, Okla. Univ.; Supt. of Sch., Seminole, Okla., since 1945.
- Jordan, Alphonso Milton, B.S.'31, Langston Univ.; M.A.'41, Univ. of Wichita; Supt. of Separate Sch., Douglass H. S., Wewoka, Okla., since 1940.
- Kirkland, Denver D., B.A.'28, Northwestern State Col., Alva, Okla.; M.Ed.'33, Univ. of Okla.; Supt. of Putnam City Sch., Oklahoma City, Okla., since 1950.
- Langston, Chalmer, B.A.'40, Southeastern State Col.; M.A.'51, Univ. of Okla.; Elem. Prin., Wilson, Okla., since 1948.
- Lanman, Silbert, A.B., M.A.'52, Phillips Univ.; Supt. of Sch., Capron, Okla., since 1941.
- Lawrence, John Howard, B.S.'33, Okla. A. & M. Col.; M.Ed.'40, Univ. of Okla.; Grad. Fellow, Okla. A. & M. Col., Stillwater, Okla., since 1952.
- Little, Evert T., M.Ed.'40, Univ. of Okla.; Asst. Prof. of Educ., Okla. A. and M. Col., Stillwater, Okla., since 1950.
- Lockett, Victor James, B.S.'28, Central State Col., Edmond, Okla.; M.S.'33, Okla. Agri. and Mech. Col.; Supt. of Sch., Fairfax, Okla., since 1931.
- Ludlow, Earl D., B.S.'32, M.S.'40, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Pryor, Okla., since 1952.
- McCollom, Walter W., B.S.'17, M.S.'35, Okla. A. and M. Col.; Supt. of Sch., Glencoe, Okla., since 1951.
- McDonald, (Mrs.) Gladys, M.A.'46, Univ. of Okla.; Dir. of Elem. Educ., Oklahoms City, Okla.
- McKee, Marvin Eugene, B.S.'31, Southwestern Inst. of Tech., Weatherford, Okla.; Pres., Panhandle Agri. and Mech. Col., Goodwell, Okla., since 1945.
- McKeel, J. N., B.S.'33, East Central State Col.; M.S.'45, Okla. A. & M. Col.; Supt. of Sch., Allen, Okla., since 1952.
- McKinnis, Joe, M.S.'37, Okla. A. and M. Col.; Supt. of Sch., Okeene, Okla., since 1953.
- McLean, R. H., A.B.'24, Southwestern State Tchrs. Col.; M.A.'46, Western State Col. of Colo.; Asst. Supt. of Sch., Midwest City, Okla., since 1947.
- Marrs, Charles A., M.Ed.'41, Univ. of Okla.; Supt. of Sch., Skiatook, Okla., since 1949.
- Martin, Ferrill, B.S.'33, Southwestern State Col. (Okla.); M.Ed.'46, Univ. of Okla.; Supt. of Sch., Sayre, Okla., since 1947.
- Martin, Jess W., M.S.'38, Okla. Agri. and Mech. Col.; Supt. of Sch., Nowata, Okla., since 1945.
- Mason, Charles C., B.A.'25, Central Wesleyan Col.; M.A.'28, Washington Univ.; Ed.D.'41, Colo. State Col. of Educ., Greeley; Supt. of Sch., Tulsa, Okla., since 1944.
- Melton, Herschel, M.A. in Ed.'47, Univ. of Okla.; Psychologist, Special Educ. Dept., State Dept. of Educ., Oklahoma City, Okla., since 1953.
- Moon, F. D., B.S.'29, Langston Univ.; M.A.'38, Univ. of Chicago; Prin., Douglass H. S., Oklahoma City, Okla., since 1940.
- Morrison, Rex O., B.A.'25, Trinity Univ.; M.Ed.'39, Univ. of Okla.; Supt. of Sch., Ada, Okla., since 1943.
- Morrison, W. B., A.M.'29, Tchrs. Col., Columbia Univ.; Dean, East Central State Col., Ada, Okla., since 1938.

- Mouser, E. G., Supt. of Pub. Sch., Commerce, Okla., since 1953.
- Nash, M. A., Chancellor, Okla. State Regents for Higher Educ., Oklahoma City, Okla., since 1943.
- Newman, Jennings B., Ed.M.'40, Univ. of Okla.; Supt. of Sch., Sapulpa, Okla., since 1951.
- Nichols, B. R., M.S. in Ed.'35, Ed.D.'48, Okla. Agrl. and Mech. Col.; Supt. of Sch., Bristow, Okla., since 1942.
- Nichols, Richard Clyde, M.A.'32, Univ. of Mo.; Supt. of Sch., Miami, Okla., since 1928.
- Oakes, Cecil E., B.A.'25, M.Ed.'37, Univ. of Okla.; Supt. of Sch., Okemah, Okla., since 1938.
- Obuch, W. A., B.S.'32, Phillips Univ.; Supt. of Sch., Antlers, Okla., since 1947.
- Ogle, Fred C., M.E.'34, Univ. of Okla.; Supt. of Sch., Checotah, Okla., since 1940.
- Page, Charles J., B.S.'34, Southwestern State Col.; M.S.'50, Univ. of Okla.; Supt. of Sch., Wynoka, Okla., since 1952.
- *Patterson, Herbert, B.A.'08, M.A.'11, Wesleyan Univ.; M.A.'11, Ph.D.'13, Yale Univ.; Dean of Admin., Okla. Agrl. and Mech. Col., Stillwater, Okla., since 1919.
- Pauly, Frank R., B.A.'17, Univ. of Okla.; M.A.'25, Ed.D.'35, Columbia Univ.; Dir. of Research, Bd. of Educ., Tulsa, Okla., since 1929.
- Payne, J. Win, B.S.'32, Central State Col., Edmond, Okla.; M.S.'44, Okla. Agrl. and Mech. Col.; Supt. of Sch., Ponca City, Okla., since 1946.
- Phillips, David E., A.B.'24, M.A.'35, Univ. of Okla.; Supt. of Sch., Chandler, Okla., since 1945.
- Phillips, Farman, A.B.'32, Southeastern State Col., Durant, Okla.; M.S.'38, Okla. Agrl. and Mech. Col.; Exec. Secy., Okla. Educ. Assn., Oklahoma City, Okla.
- Phillips, W. T., B.A.'45, Northeastern State Col.; Supt. of Sch., Oologah, Okla., since 1949.
- Pigg, Cloya, B.S.'39, Okla. A. and M. Col.; Supt. Pub. Sch., Texola, Okla., since 1942.
- Piquet, Guss, M.S.'48, Okla. A. & M. Col.; Supt. of Sch., Ramona, Okla., since 1951.
- Price, Dave D., Pres., The Economy Co., Oklahoma City, Okla.
- Procter, C. Dan, B.A.'28, East Central State Col., Ada, Okla.; Ed.M.'35, Ed.D.'43, Univ. of Okla.; Pres., Okla. Col. for Women, Chickasha, Okla., since 1943.
- Puquire, D. Ross, B.S.'27, Brigham Young Univ.; M.A.'33, Tchrs. Col., Columbia Univ.; Ph.D.'37, Columbia Univ.; Prof. of Sch. Admin., Univ. of Okla., Norman, Okla., since 1947.
- Quinn, (Mrs.) Lila, M.Ed.'43, Univ. of Okla.; Prin., Millard Fillmore Elem. Sch., Oklahoma City, Okla.
- Regland, Jim J., B.S.'28, East Central State Col., (Okla.); M.S.'38, Okla. A. & M. Col.; Supt. of Sch., Wetumka, Okla., since 1946.
- Reese, Homer S., A.B.'22, M.A.'29, Univ. of Okla.; Supt. of Pub. Sch., Heavener, Okla., since 1947.
- Richardson, James W., B.A.'17, Ind. Univ.; Ed.M.'27, Harvard Univ.; Ph.D.'40, Columbia Univ.; Prof. of Educ., Okla. A. & M. Col., Stillwater, Okla., since 1949.
- Riley, Wilson M., A.B.'31, M.Ed.'35, Phillips Univ.; Supt. of Sch., Woodward, Okla., since 1947.
- Robberson, Guy E., B.S.'38, Central State Col.; M.Ed.'46, Okla. A. and M. Col.; Supt. of Sch., Lindsay, Okla., since 1949.
- Roberts, G. M., A.B.'27, M.A.'28, Univ. of Okla.; Supt. of Sch., Bartlesville, Okla., since 1947.
- Rose, Oscar V., B.S.'31, E. Central State Col., Ada, Okla.; Supt. of Sch., Midwest City, Okla., since 1943.
- Rowe, Omer, B.S.'33, Southeastern State Col. (Okla.); M.Ed.'51, Univ. of Okla.; Carter Co. Supt. of Sch., Ardmore, Okla., since 1946.
- Russell, R. R., A.B.'27, Phillips Univ.; M.A.'34, Okla. Agrl. and Mech. Col.; Supt. of Sch., Stillwater, Okla., since 1947.
- Salwaechter, Lewis E., M.E.'33, Phillips Univ.; Supt. of Pub. Sch., Meeker, Okla., since 1939.
- Sasser, Laurence, B.S.'31, M.S.'40, Okla. A. and M. Col.; Supt. of Sch., Hinton, Okla., since 1951.
- Schubert, O. G., M.S.'40, Okla. A. and M. Col.; Supt., Union Pub. Sch., Broken Arrow, Okla., since 1946.
- Satzepfandt, A. O. H., B.A.'22, M.A.'23, Univ. of Iowa; Asst. Supt. in chg. of Elem. Educ., Bd. of Educ., Tulsa, Okla., since 1952.
- Shackelford, Fred, B.A.'36, Northeastern State Col. (Okla.); Examiners Div., State Dept. of Educ., Oklahoma City, Okla., since 1946.
- Shaw, Homer, B.A.'30, Okla. Baptist Univ.; M.A.'35, Okla. A. and M. Col.; Supt. of Sch., Pawnee, Okla., since 1942.
- Shepherd, Byron L., B.S.'32, M.S.'33, Kansas State Col.; Asst. Supt. of Sch. in charge of Sec. Sch., Tulsa, Okla., since 1941.
- Shoemaker, John D., B.S.'26, Southwestern Inst. of Tech., Weatherford, Okla.; M.E.'32, Univ. of Okla.; Supt. of Sch., Lawton, Okla., since 1946.
- Simmons, Harry D., B.S.'24, Univ. of Okla.; M.A.'27, Columbia Univ.; Supt. of Sch., Muskogee, Okla., since 1947.
- Smith, Calvin T., M.Ed.'40, Univ. of Okla.; Supt. of Sch., Wewoka, Okla., since 1949.
- Smith, Levia Meyers, Prin., Elem. Sch., Oklahoma City, Okla.
- Smith, Willie G., M.S.'48, Okla. A. and M. Col.; Supt. of Sch., Billings, Okla., since 1950.
- Sneed, Jeter D., B.S.'26, E. Central Col.; M.A.'36, Tchrs. Col., Columbia Univ.; Bus. Mgr., Okla. Col. for Women, Chickasha, Okla., since 1942.
- Sorensen, Helmer E., B.E.'35, State Tchrs. Col., Eau Claire, Wis.; Ph.D.'39, Ph.D.'45, Univ. of Wis.; Prof. of Educ., Okla. Agrl. and Mech. Col., Stillwater, Okla., since 1949.
- Spencer, Charles F., B.S.'29, East Central State Col., Ada, Okla.; M.A.'29, Univ. of Okla.; Ph.D.'38, Univ. of Wis.; Pres., East Central State Col., Ada, Okla., since 1949.
- Spenner, George W., A.B.'42, Northwestern State Col.; M.A.'44, Phillips Univ.; Supt. of Sch., Gaymon, Okla., since 1944.

OKLAHOMA

- Spraberry, George E., M.S. in Ed.'27, Univ. of Okla.; Supt. of Sch., Perry, Okla., since 1937.
- Stockton, William G., Jr., B.S.'26, Northeastern State Col. (Okla.); M.A.'35, Okla. A. & M. Col.; Supt. of Sch., LeFlore, Okla., since 1920.
- Stubbs, G. T., A.B.'26, Southeastern State Tchrs. Col., Durant, Okla.; M.A.'31, Tchrs. Col., Columbia Univ.; Dir., Dept. of Pub. Sch. Serv., Okla. Agri. and Mech. Col., Stillwater, Okla., since 1945.
- Swanson, J. Chester, A.B.'26, Univ. of Richmond; M.A.'29, Ph.D.'35, Duke Univ.; Supt. of Sch., Oklahoma City, Okla., since 1950.
- Sweeney, Kenneth K., M.Ed.'46, Univ. of Okla.; Supt. of Sch., Thomas, Okla., since 1939.
- Taylor, Paul R., M.S. in Ed.'31, Okla. Agri. and Mech. Col.; Supt. of Sch., El Reno, Okla., since 1935.
- Teague, J. E., B.S.'29, E. Central State Col., Ada, Okla.; M.S.'32, Okla. A. and M. Col.; Supt. of Byng Sch., Ada, Okla., since 1926.
- Thompson, S. Arch, B.S.'25, Okla. A. and M. Col.; M.S.'35, Kansas State Col.; Supt. of City Sch., McAlester, Okla., since 1950.
- Tuttle, Francis T., B.S.'42, Okla. A. and M. Col.; Supt. of Sch., Gotebo, Okla., since 1951.
- Vammen, C. A., B.A.'35, Northeastern State Col. (Okla.); M.Ed.'40, Univ. of Okla.; Supt., Cherokee Indian Mission and Pub. H. S., Oaks, Okla., since 1924.
- Van Meter, Oather E., B.A.'22, Southern Methodist Univ.; M.A.'29, Univ. of Okla.; Supt. of Sch., Bowlegs, Okla., since 1952.
- Vaughn, Noel E., M.Ed.'39, Univ. of Okla.; Supt. of Sch., Healdton, Okla., since 1947.
- Wall, Henry A., A.B.'30, Colo. State Col. of Educ.; Area Dir. of Sch., Anadarko, Okla., since 1950.
- Wallace, James Duncan, B.S.'34, Springfield Col.; M.A. in Sch. Admin.'53, Univ. of Okla.; Prin. of Fort Sill Indian Sch., Lawton, Okla., since 1946.
- Wallace, Morris S., B.A.'31, M.A.'38, North Texas State Tchrs. Col., Denton; Ed.D.'48, Tchrs. Cnl., Columbia Univ.; Prof. of Educ. Admin., Col. of Educ., Okla. Agri. and Mech. Col., Stillwater, Okla., since 1949.
- Walter, DeWitt, A.B.'11, Epworth Univ.; A.M.'28, Univ. of Mo.; Supt. of Sch., Enid, Okla., since 1934.
- Weil, W. E., B.A.'38, Southwestern State Col., Weatherford, Okla.; Prin., Cowden Sch., Cloud Chief, Okla., since 1952.
- Welborn, Howard, Master's '47, Western State Col. of Colo.; Supt. of Sch., Medford, Okla., since 1943.
- White, Clark E., B.S.'39, Southeastern State Col. (Okla.); L.L.E.'42, Univ. of Okla.; Supt. of Sch., Rattan, Okla., since 1949.
- White, J. Phillip, M.S.'48, Okla. A. and M. Col.; Supt. of Sch., Davis, Okla., since 1951.
- White, Pat F., B.S.'32, Central State Col. (Okla.); Supt. of Sch., Binger, Okla., since 1942.
- White, William Earl, M.A.'29, Columbia Univ.; Supt. of Sch., Haskell, Okla., since 1928.

- Wiemer, A. C., A.B.'23, North Central Col.; M.Ed.'44, Colo. State Col. of Educ.; Greeley; Supt. of Sch., Drumright, Okla., since 1948.
- Williams, Joseph E., B.S.'38, Miss. Southern Col.; M.A.'42, Univ. of Ala.; Ed.D.'53, Ind. Univ.; Dean, Southwestern State Col., Weatherford, Okla., since 1953.
- Willingham, Farris E., B.A.'27, East Central Col.; M.Ed.'37, Okla. Univ.; Supt. of Sch., Tecumseh, Okla., since 1927.
- Wilson, Howell H., M.S.'41, Univ. of Okla.; Supt. of Sch., Collinsville, Okla., since 1943.
- Wilson, Warren A., B.S.'46, M.S.'49, Okla. A. & M. Col.; Supt. of Sch., Oilton, Okla., since 1952.
- Wood, Dion Carlos, A.B.'31, Southeastern State Col., Durant, Okla.; M.A.'35, Univ. of Okla.; Supt. of Sch., Duncan, Okla., since 1941.
- Ynunger, L. S., Supt. of Sch., Custer, Okla.

INSTITUTIONAL MEMBERS

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OREGON

INDIVIDUAL MEMBERS

- Armstrong, D. Herbert, M.A.'50, Whitman Col.; Supt. of City Sch., North Bend, Oregon, since 1950.
- Armstrong, Hubert E., B.A.'25, Pacific Col.; M.A.'32, Univ. of Oregon; Supt. of Sch., Newberg, Oregon, since 1944.
- Bain, V. D., Asst. Supt. of Sch., Portland, Oregon.
- Bates, David E., B.A. in Ed.'27, Iowa State Tchrs. Col., Cedar Falls; M.A. in Adm. and Supvn.'35, Univ. of Mich.; Supt. of Sch., The Dalles, Oregon, since 1948.
- Beall, Harold A., B.S.'39, Linfield Col.; M.Ed.'52, Univ. of Oregon; Asst. Supt. of Sch., Coos Bay, Oregon, since 1951.
- Beardsley, Florence E., B.S.'30, M.S.'36, Univ. of Oregon; State Dir. of Elem. Educ., State Dept. of Pub. Instr., Salem, Oregon, since 1941.
- Bennett, Frank B., B.A.'21, Willamette Univ.; M.A.'33, Univ. of Oregon; Ed.D.'48, Willamette Univ.; Pres., Eastern Oregon Cnl. of Educ., La Grande, Oregon, since 1952.
- Boon, Jack H., B.S.'48, Oregon Col. of Educ.; Supt.-Clerk, Pub. Sch., Empire, Oregon, since 1953.
- Booth, (Mrs.) Agnes C., Diploma '23, Oregon Col. of Educ., Monmouth; Co. Supt. of Sch., Salem, Oregon, since 1939.
- Bramlet, Paul W., A.B.'30, Ill. Col.; M.A.'44, Columbia Univ.; Supt. of Indian Sch., Chemawa, Oregon, since 1952.
- Brown, James L., B.A.'29, Univ. of Mont.; M.Ed.'47, Univ. of Oregon; Supt. of Union H. S. Dist. U-1J, Redmond, Oregon, since 1952.
- Buck, Edward M., B.S.'29, Whitman Col.; M.S. in Ed.'47, Univ. of Idaho; Supt. of Sch., Junction City, Oregon, since 1951.

- Buckingham, Velma G., B.S.'53, Southern Oregon Col. of Educ.; Deschutes Co. Supt. of Sch., Bend, Oregon, since 1947.
- Campbell, Don J., B.S.'30, M.S.'40, Univ. of Oregon; Supt. of Sch., Parkrose, Portland, Oregon, since 1946.
- Cannon, G. O., B.S.'31, Univ. of Denver; M.Ed.'49, Univ. of Wash.; P.O. Box 3632, Portland, Oregon.
- Carmichael, Jack W., B.S.'47, M.S.'49, Oregon State Col.; Supt. of Sch., Huntington, Oregon.
- Corwin, George A., M.Ed.'46, Univ. of Oregon; Supt., Hood River Co. Sch. Dist., Hood River, Oregon.
- Cox, John R., A.B.'29, Albany Col.; Prin., Union H. S., Hillsboro, Oregon, since 1938.
- Cramer, John Francis, B.A.'20, M.A.'21, Willamette Univ.; M.Ed.'32, D.Ed.'37, Univ. of Oregon; Dean, Genl. Extension Div., Oregon State System of Higher Educ., Portland, Oregon, since 1944.
- Bachler, Louis A., B.A.'35, Univ. of Ill.; M.Ed.'51, Oregon State Col.; Prin., Banks Union H. S., Banks, Oregon, since 1951.
- Davis, G. Harland, B.S.'22, Monmouth Col.; M.Ed.'41, Oregon State Col.; Supt. of Sch., Toledo, Oregon, since 1945.
- De Bernardis, Amo, Dir. of Instr. Materials, Pub. Sch., Portland, Oregon, since 1953.
- Dishaw, Harold C., B.S.'34, Albany Col.; Prin., Union H. S. 2, Sweet Home, Oregon, since 1946.
- Ditto, Charles E., B.A.'41, Eastern N. Mex. Col.; M.A.'50, Univ. of Oregon; Supt., Creswell Union H. S., Creswell, Oregon, since 1951.
- Doerfler, Frank P., B.A.'35, Mont. State Univ.; M.S. in Ed.'45, Univ. of Idaho; Supt., Sch. Dist. 103-C, Woodburn, Oregon, since 1949.
- Doimyer, William H., A.B.'40, Univ. of Chicago; M.Ed.'50, Oregon State Col.; Co. Supt. of Sch., Albany, Oregon, since 1950.
- Dove, Eugene E., B.S.'45, M.S.'49, Univ. of Oregon; Supt.-Prin., Union H. S. Dist. 1, Vernonia, Oregon, since 1952.
- Eaton, Asa T., B.A.'26, Bucknell Univ.; Supt., Jefferson Co. Sch., Madras, Oregon, since 1952.
- Edwards, Jonathan W., A.B.'17, Whitman Col.; M.A.'32, Univ. of Oregon; Supt. of Sch., Portland, Oregon, since 1953.
- Egelston, Elwood F., M.Ed.'50, Univ. of Oregon; Supt. of Sch., St. Helens, Oregon, since 1953.
- Elliott, Edward C., Supt. of Pub. Sch., Dist. 6, Umatilla, Oregon.
- Elliott, Paul S., B.A.'21, Pacific Col.; M.Ed.'31, Univ. of Oregon; Supt. of Sch., Oakridge, Oregon, since 1952.
- *Erickson, Everett R., A.B.'26, M.S.'33, Univ. of Idaho; Commr. of Educ. for Alaska, Juneau, Alaska, 1951-53. Address: c/o Hal H. Moor, 315 Mayer Bldg., Portland, Oregon.
- Evans, Byron F., B.S.'47, Oregon State Col.; M.Ed.'51, Univ. of Oregon; Supt. of Sch., Glide, Oregon, since 1951.
- Foster, Wayne, B.S.'37, M.Ed.'45, Univ. of Oregon; Supt. of Sch. Dist. 3, Hood River, Oregon, since 1950.
- Fowler, Thomas R., B.A.'21, Pacific Univ.; Prin. of Union H. S., Tigard, Oregon, since 1928.
- Frisbie, Chester C., B.A.'28, Univ. of Wash.; M.B.A.'38, Northwestern Univ.; Ed.D.'49, Stanford Univ.; Head, Educ. Dept., Lewis and Clark Col., Portland, Oregon, since 1950.
- Fuller, William A., Jr., B.S.'48, Oregon State Col.; Supt. of Sch. and Prin., Union H. S., Harrisburg, Oregon, since 1951.
- Gastineau, Gerald M., Ed.M.'51, Willamette Univ.; Supt.-Prin. of Sch., Newport, Oregon, since 1949.
- Gilles, Mathilda, A.B.'45, San Francisco State Col.; Prin., Richmond Elem. Sch., Salem, Oregon, since 1946.
- Goddard, G. B., B.S.'42, Univ. of Oregon; Supt. of Union H. S., Myrtle Point, Oregon, since 1948.
- Goldhammer, Keith, B.A.'38, Reed Col.; M.A.'43, Univ. of Oregon; 2227-4 Patterson Drive, Eugene, Oregon.
- Grant, Leslie E., M.Ed.'51, Univ. of Oregon; Co. Supt. of Sch., Heppner, Oregon, since 1951.
- Halseth, I. R., B.S. in Ed.'27, Eastern State Tchrs. Col., Madison, S. Dak.; M.S. in Ed.'36, Univ. of Wyo.; Supt. of Sch. Dist. 5, Albany, Oregon, since 1948.
- Harcombe, William F., M.S.'48, Univ. of Oregon; Supt. of Sch. and Prin., Union H. S., Elmira, Oregon, since 1947.
- Hartley, Henry H., B.A.'27, Willamette Univ.; M.A.'40, Univ. of Oregon; Supt. of Sch., Nyssa, Oregon, since 1940.
- Hartman, Hugh O., Diploma '34, Southern Oregon Col. of Educ., Ashland; Supt.-Prin., Elem. Sch., Redmond, Oregon, since 1947.
- Hassell, Errol, B.A.'41, Western Wash. Col. of Educ., Bellingham; M.Ed.'45, Univ. of Oregon; Supt. of Elem. Sch. Dist. 48, Beaverton, Oregon, since 1948.
- Hedrick, E. H., A.B.'16, M.A.'29, Univ. of Oregon; Supt. of Sch., Medford, Oregon, since 1925.
- Hines, Clarence, A.B.'25, Drury Col.; M.A.'29, Univ. of Mo.; Ed.O.'50, Univ. of Oregon; Supt. of Sch. Dist. 4, Eugene, Oregon, since 1946.
- Holm, Martin N. B., A.B.'35, A.M.'36, Colo. State Col. of Educ.; Area Dir. of Sch., Bureau of Indian Affairs, Portland Area Office, Portland, Oregon, since 1952.
- Horner, Howard F., B.A.'40, Pacific Univ.; M.Ed.'51, Univ. of Oregon; Supt., Union H. S., Estracada, Oregon, since 1948.
- Howe, Carrol B., B.S.'36, M.S.'42, Univ. of Oregon; Klamath Co. Supt. of Sch., Klamath Falls, Oregon, since 1948.
- Huff, Milton C., A.B.'25, M.A.'34, Univ. of Neb.; Asst. Lincoln Co. Supt. of Sch., Toledo, Oregon, since 1949.
- Hunsaker, Ray, B.S.'42, Univ. of Oregon; Supt. of Sch., Coquille, Oregon, since 1947.
- Hunter, Frederick Maurice, A.B.'01, Univ. of Neb.; A.M.'19, Columbia Univ.; Ed.D. of Neb.; A.M.'19, Columbia Univ.; Ed.D. of Calif.; L.L.D.'35, Colo. Col.; '25, Univ. of Calif.; L.L.D.'35, Colo. Col.; L.L.D.'32, Univ. of Colo.; L.L.D.'19, Univ. of Neb.; Pres., Natl. Educ. Assn., 1923; Chanceller, Oregon State System of Higher Educ., Eugene, Oregon, 1923-41. Honorary Chanceller since 1948.

OREGON

- Ickes, Dale J., M.Ed.'48, Univ. of Oregon; Supt. of Elem. Sch., Milwaukie, Oregon, since 1945.
- Inglis, Edwin T., A.B.'29, Pacific Univ.; M.A.'35, Ed.D.'47, Univ. of Oregon; Vice-pres., Pacific Univ., Forest Grove, Oregon, since 1946.
- Jacob, Keith W., B.S.Ed.'39, M.S.Ed.'51, Univ. of Idaho; Supt. of Sch., Culver, Oregon.
- Jacobson, Paul B., A.B.'22, Luther Col.; A.M.'28, Ph.D.'31, State Univ. of Iowa; Dean, Sch. of Educ., Univ. of Oregon, Eugene, Oregon, since 1947.
- Jacoby, Harry, Master's '38, Univ. of Idaho; Prin. of H. S., Roseburg, Oregon, since 1952.
- Jeffrey, Harold C., A.B.'30, Nebr. State Tchrs. Col., Wayne; M.A.'41, Univ. of Colo.; Grad. Student, Univ. of Oregon, Eugene, Oregon.
- Jensen, John T., B.S. in Ed.'30, Univ. of Idaho; M.E.'51, Oregon State Col.; Prin. of Union H. S., Hillsboro, Oregon, since 1953.
- Jewell, R. E., B.A.'29, Lewis and Clark Col.; M.A.'40, Univ. of Southern Calif.; Supt. of City Sch., Bend, Oregon, since 1950.
- Jewett, H. P., A.B.'16, Willamette Univ.; Supt. of Sch., Central Point, Oregon, since 1924.
- Johnson, Elmer R., M.A. in Sch. Admin.'48, Colo State Col. of Educ., Prin. of Pub. Sch., Paisley, Oregon, since 1948.
- Jones, Ralph E., B.S.'27, Oregon State Col.; M.S.'37, Univ. of Oregon, Supt. of City Sch., Grants Pass, Oregon.
- Kahle, Karl, Jr., B.S.'39, M.Ed.'46, Willamette Univ.; Prin. Union H. S., Joint Sch. Dist. 10, Beaverton, Oregon, since 1951.
- Kelly, Glenn Kuns, B.S.'16, Franklin Col.; M.A.'28, Univ. of Chicago; Supt. of Sch., Negaunee, Mich., 1948-52 (retired). Address: Lock Box 724, Salem, Oregon.
- King, James W., B.A.'27, Pacific Univ.; M.A.'35, Univ. of Oregon; Supt. of Sch., Lebanon, Oregon, since 1944.
- King, Luther A., M.Ed.'36, Univ. of Oregon; Supt. of Sch., Oregon City, Oregon, since 1945.
- King, William E., B.S.'21, M.A.'40, State Col. of Wash.; Co. Supt. of Sch., Pendleton, Oregon, since 1944.
- Kingsley, Virgil G., B.S.'33, Linfield Col.; M.E.'53, Univ. of Oregon; Supt. of Union H. S., Cottage Grove, Oregon, since 1948.
- Klinge, Lucille L., B.S.'50, Univ. of Oregon; Supt., Lane Co. Sch., Eugene, Oregon, since 1945.
- *Knotta, Richard B., B.A.'33, Albany State Col. (Ga.); M.S.'39, Oregon State Col.; Supt. of Sch., Warrenton, Oregon, since 1951.
- Larive, Armand, M.S.'41, Univ. of Oregon; Supt. of Sch., Hermiston, Oregon, since 1947.
- Leavitt, Jerome E., B.S.'38, N. J. State Tchrs. Col., Newark; M.A.'41, New York Univ.; Ed.D.'52, Northwestern Univ.; Asst. Prof. of Educ., Portland State Extension Center, Portland, Oregon, since 1952.
- Lienkeemper, George, B.A.'29, M.Ed.'50, Univ. of Oregon; Supt.-Prin. of Sch., Bandon, Oregon, since 1952.
- Light, Floyd, B.S.'28, Oregon State Col.; Supt. of Union H. S. 3, Portland, Oregon, since 1953.
- Linn, Leland P., A.B.'21, Willamette Univ.; M.A.'33, Univ. of Oregon; Supt. of Sch., Ashland, Oregon, since 1945.
- Longfellow, J. T., B.S.'15, Wash. State Col.; Dist. Supt., Lincoln Co. Sch., Toledo, Oregon, since 1949.
- McCree, Wallace W., B.S.'33, Univ. of Oregon; Supt. of Sch., Pendleton, Oregon.
- Martin, George B., B.S.'30, M.A.'38, Ed.D.'44, Univ. of Calif.; Prof. and Head, Educ. Dept., since 1947, and Dir. of Grad. Study, Willamette Univ., Salem, Oregon.
- Mekvold, Alf B., B.A.'32, State Tchrs. Col., Dickinson, N. Dak.; M.E.'45, Mont. State Univ.; Supt. of Jackson Co. Sch., Medford, Oregon, since 1951.
- Menegat, Paul A., M.A.'30, Univ. of Oregon; Prin., Union H. S., Forest Grove, Oregon, since 1941.
- Moffitt, Laurence C., B.S.'40, Univ. of Oregon, Josephine Co. Supt. of Sch., Grants Pass, Oregon, since 1945.
- Monroe, Len, B.S.'48, Linfield Col.; Prin. of H. S., Maupin, Oregon, since 1952.
- Neet, Al M., B.S.'46, Oregon Col. of Educ.; Supt. of Sch., Myrtle Creek, Oregon, since 1952.
- Newman, Harold R., B.A.'48, Southern Idaho Col. of Educ., Albion; Dist. Supt. of Sch., Adrian, Oregon, since 1949.
- Olds, Douglas V., B.S.'46, Willamette Univ.; Supt., Jefferson Pub. Sch., Jefferson, Oregon, since 1950.
- Oliver, William A., B.A.'30, Ed.D.'50, State Col. of Wash.; M.S.'37, Univ. of Oregon; Asst. Supt. of Sch. in Chg. of Admin., Portland, Oregon, since 1953.
- Ott, (Mrs.) Alice E., B.S.'50, Univ. of Oregon; Supt. of Gilbert Sch., Portland, Oregon, since 1945.
- Patton, Fred J., B.A.'24, Willamette Univ.; M.A.'35, Univ. of Oregon; Supt. of Sch., McMinnville, Oregon.
- Posey, Cecil William, M.S.'40, Univ. of Oregon; Exec. Secy., Oregon Educ. Assn., Portland, Oregon, since 1948.
- Powers, T. R., Jr., B.A.'28, M.A.'34, Univ. of Oregon; Supt., Lane Co. Sch. Dist. 52, Eugene, Oregon, since 1948.
- Poynter, James William, B.A.'25, State Tchrs. Col., Peru, Nebr.; Supt., Elem. Sch. Dist. 7, Hillsboro, Oregon, since 1937.
- Putnam, Rex, B.A.'15, M.A.'29, Univ. of Oregon; State Supt. of Pub. Instr., Salem, Oregon, since 1937.
- Rehmus, Paul A., A.B.'23, M.A.'29, Univ. of Mich.; Consultant, Pub. Sch., Portland, Oregon, since 1953.
- Riggs, Lyle N., Supt. of Sch., La Grande, Oregon.
- Romney, Miles C., Ph.D.'47, Columbia Univ.; Assoc. Prof., Univ. of Oregon, Eugene, Oregon.
- Sabin, Owen, O., B.A.'28, Parsons Col.; M.A.'37, Univ. of N. Mex.; Supt. of Sch., Milwaukie, Oregon, since 1951.

Sandin, Adolph A., B.A.'33, Central Wash. Col. of Educ., Ellensburg; M.A.'38, Univ. of Wash.; Ph.D.'43, Tchrs. Col., Columbia Univ.; Assoc. Prof., Sch. of Educ., Univ. of Oregon, Eugene, Oregon, since 1950.

Santee, Harold T., B.S.'35, M.Ed.'46, Univ. of Oregon; Supt., Lake Dswego Pub. Sch., Dswego, Oregon, since 1952.

Silke, Eugene H., A.B.'30, Willamette Univ.; Supt. of Sch., Springfield, Oregon, since 1940.

Sly, Cecil M., B.S.'19, State Col. of Wash.; Co. Dist. Supt. of Sch., Prineville, Oregon, since 1945.

Snyder, Walter E., B.S.'25, Oregon State Col.; M.S.'36, D.Ed.'51, Univ. of Oregon; Supt. of Sch., Salem, Oregon, since 1952.

Spalding, Willard B., B.B.A.'26, Boston Univ.; Ed.M.'32, Univ. of N. H.; Ed.D.'42, Harvard Univ.; LL.D.'47, Pacific Univ.; Prof. of Educ., Extension Div., Oregon State System of Higher Educ., Portland, Oregon, since 1953.

Staley, David A., M.S.'40, Univ. of Oregon; Supt.-Prim., Union H. S., Clatskanie, Oregon, since 1947.

Stevenson, Elmo N., B.A.'27, San Jose State Col.; M.A.'29, Ed.D.'38, Stanford Univ.; Pres., Southern Oregon Col. of Educ., Ashland, Oregon, since 1946.

Stuart, Kenneth Albert, Diploma '36, Oregon Col. of Educ.; B.Ed.'46, M.S.'47, Oregon State Col.; Supt.-Prim., Sch. Dist. 70, Riddle, Oregon, since 1952.

Tets, Henry E., B.S.'25, M.S.'37, Univ. of Oregon; Supt. of Sch., Monmouth-Independence, Oregon.

Thompson, Harry A., B.S.'38, Linfield Col.; M.S.'49, Univ. of Oregon; Supt., Gresham Union H. S., Gresham, Oregon, since 1952.

Todd, Glenn W., B.S. in Ed.'16, Kansas State Tchrs. Col., Pittsburg; M.A.'26, Univ. of Colo.; Supt. of Sch., Dist. 9, Tillamook, Oregon, since 1952.

Tope, Donald E., B.A.'28, Western State Col., Gunnison, Colo.; M.A.'29, Ph.D.'34, State Univ. of Iowa; Dir., CPEA, Univ. of Oregon, Eugene, Oregon, since 1951.

Tunnell, Chester L., B.S.'35, Linfield Col.; M.S.'40, Univ. of Oregon; Supt. of Sch., West Linn, Oregon, since 1946.

Uhrhammer, Louis J., B.A.'28, M.Ed.'51, Lewis and Clark Col.; Supt., Cascade Union H. S., Turner, Oregon, since 1947.

Van Loan, Wendell L., Ed.D.'42, Stanford Univ.; Supt. of Sch., Corvallis, Oregon, since 1946.

Voelker, Clifford H., B.S.'35, Oregon State Col.; M.Ed.'52, Univ. of Oregon; Dist. Supt. of Sch., Curry Co., Gold Beach, Oregon, since 1952.

Walsh, Leonard C., B.S.'49, Univ. of Minn.; Supt. of Sch. Dist. 35, Rogue River, Oregon, since 1952.

Weddle, (Mrs.) Carmelite I., M.E.'57, Willamette Univ.; Supt. of Kelser Elem. Sch., Salem, Oregon, since 1952.

Wells, Thomas A., B.A.'31, Pacific Univ.; M.Ed.'51, Oregon State Col.; Supt. of Sch., Astoria, Oregon, since 1951.

Whitworth, Sidney E., B.S.'11, Whitworth Col.; A.B.'24, A.M.'31, Univ. of Wash.; Supt. of Sch., Dallas, Oregon, since 1942.

Williams, Delos D., B.A.'31, Concordia Col.; M.E.'52, Univ. of Oregon; Supt.-Prim., Pub. Sch., Colton, Oregon, since 1945.

*Winslow, Marion B., B.A.'27, Pacific Col.; M.A.'34, Univ. of Wash.; Supt. of Sch., Coos Bay, Oregon, since 1934.

Zeran, Franklin R., B.A.'30, M.A.'32, Ph.D.'37, Univ. of Wis.; Dean, Sch. of Educ., since 1947, and Dir. of Summer Sessions, Oregon State Col., Corvallis, Oregon.

INSTITUTIONAL MEMBERS

Dregon Col. of Educ., Library, Monmouth, Oregon.

Dregon State Library, Salem, Oregon.

Univ. of Oregon, Library, Eugene, Oregon.

PENNSYLVANIA

INDIVIDUAL MEMBERS

Abbott, E. Carlton, Ph.B.'26, Vt. Univ. and State Agr. Col.; M.A.'33, Columbia Univ.; Ph.D.'43, Univ. of Pa.; Dist. Supt. of Sch., Lansdowne, Pa., since 1947.

Abernethy, Robert R., B.S.'21, Muhlenberg Col.; A.M.'23, Univ. of Pa.; Ed.D.'40, New York Univ.; Supt., Haverford Twp. Sch. Dist., Brookline, Havertown, Pa., since 1942.

Ableson, Eula M., B.Ped.'08, Alma Col.; Prof. of Educ., Beaver Col., Jenkintown, Pa., since 1918.

Ackley, Clarence E., A.B.'10, M.A.'13, Oberlin Col.; Ph.D.'33, Univ. of Pittsburgh; Pres., Clarence E. Ackley and Assoc., Specialists in Educ. Research, Camp Hill, Pa.

Adams, Norman E., B.S.'30, Grove City; M.Ed.'41, Univ. of Pittsburgh; Supt. of Etna Boro Pub. Sch., Pittsburgh, Pa., since 1951.

Adams, Robert L., B.S.'33, State Tchrs. Col., Millersville, Pa.; M.Ed.'37, Duke Univ.; Supv. Prim., West Lampeter Twp. Sch., Lampeter, Pa., since 1943.

Addleman, A. N., B.S.'32, M.A.'37, M.Ed.'38, Ed.D.'40, Univ. of Pittsburgh; Asst. Supt., Allegheny Co. Sch., Pittsburgh, Pa., since 1948.

*Ade, Lester Kelly, B.A.'21, Bucknell Univ.; M.A.'24, Yale Univ.; Ph.D.'31, New York Univ.; LL.D.'35, Bucknell Univ.; Litt.D.'36, Temple Univ.; L.L.D.'38, Beaver Col. Address: 621 Market St., Williamsport, Pa.

Allard, J. A., B.S.'20, Pa. State Col.; M.A.'34, D.Ed.'45, Univ. of Pittsburgh; Supv. Prim. of Moon Twp. Sch., Corsopolis, Pa., since 1925.

Amalongs, Raymond H., B.S.'35, Pa. State Col.; M.Ed.'44, Univ. of Pittsburgh; Head, Dept. of Educ., Thiel Col., Greenville, Pa., since 1948.

Ammerman, Homer B., B.S. in Ed.'30, Pa. State Col.; M.S. in Ed.'35, New York Univ.; Co. Supt. of Sch., Honesdale, Pa., since 1946.

Anderson, John D., A.B.'16, Univ. of Rochester; M.A.'30, Ph.D.'41, Univ. of Pittsburgh; Supt. of Sch., Butler, Pa., since 1946.

Anderson, Robert R., Diploma '03, State Tchrs. Col., Millersville, Pa.; Asst. Supv. Prim., Harbrack Joint Sch. Dist., Brackentridge, Pa. (retired 1953).

Angott, Lewis P., B.S.'31, State Tchrs. Col., California, Pa.; M.Ed.'49, Univ. of Pittsburgh; Supv. Prim. of Sch., Ellsworth, Pa., since 1949.

PENNSYLVANIA

- Annunciata, Sister Mary, R.S.M., Ph.D.'42, Univ. of Notre Dame; Dean, College Misericordia, Dallas, Pa., since 1946.
- App, Isaac D., B.S.'05, M.S.'11, Ed.D.'40, Susquehanna Univ.; Co. Supt. of Sch., Harrisburg, Pa., since 1922.
- Arnold, William E., A.B.'21, Ky. Wesleyan Col.; M.A.'27, Columbia Univ.; Ph.D.'32, Ohio State Univ.; Prof. of Educ. Univ. of Pa., Philadelphia, Pa., since 1935.
- Artman, William Edgar, B.S.'33, State Tchrs. Col., Bloomsburg, Pa.; M.Ed.'46, Pa. State Col.; Supvg. Prin., Juniata Valley Sch., Alexandria, Pa., since 1952.
- Ashby, Lloyd W., A.B.'26, Hastings Col.; M.A.'35, Ed.D.'50, Tchrs. Col., Columbia Univ.; Prin., Cheltenham Twp. H. S., Elkins Park, Pa., since 1950.
- Asper, William W., A.B.'37, Lafayette Col.; M.Ed.'42, State Col.; Supvg. Prin. of Sch., Jonestown, Pa., since 1946.
- Auld, John T., M.S.'35, W. Va. Univ.; Supvg. Prin. of Sch., New Holland, Pa., since 1946.
- Aurand, O. H., B.S.'21, Susquehanna Univ.; M.A.'32, D.Ed., Tchrs. Col., Columbia Univ.; Prof. of Educ., Pa. State Col., State College, Pa., since 1950.
- Aaarias, Brother, P.S.C., A.B.'24, A.M.'27, La Salle Col., Ed.D.'51, Univ. of Pa.; Head, Dept. of Educ., La Salle Col., Philadelphia, Pa., since 1947.
- Bailey, Helen Cheyney, B.S. in Ed.'19, M.S. in Ed.'31, Univ. of Pa.; Assoc. Supt. of Sch., Philadelphia, Pa., since 1953.
- Baily, Carl S., A.B.'19, Wash and Jefferson Col.; Supt., Swissdale Sch. Dist., Pittsburgh, Pa., since 1934.
- Bair, Medill, B.S.'35, State Tchrs. Col., Trenton, N. J.; M.A.'39, Tchrs. Col., Columbia Univ.; Supt. of the Pennsbury Schs., Fallington, Pa.
- Baird, Betty, B.S.'31, Lock Haven State Tchrs. Col., Pa.; M.A.'31, Columbia Univ.; Asst. Co. Supt. of Sch., Lock Haven, Pa., since 1931.
- Baker, A. F., B.S.'29, M.A.'31, Univ. of Pittsburgh; Supvg. Prin. of Upper St. Clair Twp. Sch., Bridgeville, Pa., since 1929.
- Baker, G. E., B.S.'29, Pa. State Col.; M.Ed.'42, Univ. of Pittsburgh; Supvg. Prin., Mt. Pleasant Twp. Sch., Hickory, Pa., since 1941.
- Baker, Ira Y., A.B.'27, A.M.'33, Gettysburg Col.; A.M.'43, Tchrs. Col., Columbia Univ.; Asst. Co. Supt. of Sch., York, Pa., since 1953.
- Bamberger, Russell Elwood, B.S.'24, M.S.'25, Gettysburg Col.; Supvg. Prin. of Glen-Nor Jr.-Sr. H. S., Glenolden, Pa., since 1945.
- Barner, Robert P., A.B.'16, Univ. of Pittsburgh, A.M.'29, Columbia Univ.; Snt. of Sch., Rochester, Pa., since 1934.
- Barnett, Ralph E., B.S.'29, Juniata Col.; M.Ed.'35, Pa. State Col.; Asst. Co. Supt. of Sch., Somerset, Pa., since 1942.
- Barnhart, Charles J., B.S.'39, State Tchrs. Col., Slippery Rock, Pa.; M.Ed.'41, Univ. of Pittsburgh; Supvg. Prin., Blawnox Sch. Dist., Springdale, Pa., since 1947.
- Bartholomew, Richard H., A.B.'28, M.Ed.'42, Pa. State Col.; Supt. of Sch., Lewistown, Pa., since 1953.
- Battle, Elizabeth G., B.S. in Ed.'26, Marrywood Col.; Supt. of Sch., Pittston, Pa., since 1938.
- Baughter, Raymond R., A.B.'28, Elizabethtown Col.; A.M.'33, Columbia Univ.; Supvg. Prin., Northern Lehigh Sch., Slatington, Pa., since 1951.
- Bazard, Walter S., A.B.'16, Washington and Jefferson Col.; Ed.M.'32, Univ. of Pittsburgh; Supvg. Prin. of Har-Brack Union H. S., Brackenridge, Pa., since 1947.
- Beahm, W. I., B.S.'29, Elizabethtown Col.; M.Ed.'40, Temple Univ.; Supvg. Prin. of Sch., Mount Joy, Pa., since 1946.
- Beamer, Henry G., M.A.'32, Univ. of Pittsburgh; Supt. of Sch., East Pittsburgh, Pa., since 1946.
- Bean, Harold J., B.S.'26, Univ. of Pa.; Dir. of Curtis Voc. Plan, Curtis Circulation Co., Philadelphia, Pa.
- Beattie, Alfred W., B.S.'22, Allegheny Col.; M.A.'24, Ph.D.'31, Univ. of Pittsburgh; Allegheny Co. Supt. of Sch., Pittsburgh, Pa., since 1948.
- Beck, John E., B.S. in Ed.'40, State Tchrs. Col., California, Pa.; M.Ed.'50, Univ. of Pittsburgh; Supvg. Prin., Laurel Valley Joint Sch. System, New Florence, Pa., since 1952.
- Beckett, Verona Elsey, B.S. in Ed.'28, M.S. in Ed.'32, Temple Univ.; Supvg. Prin. of Kane Sch., Germantown, Philadelphia, Pa., since 1927.
- Bedison, G. V., B.S.'35, Geneva Col.; Ed.M.'40, Univ. of Pittsburgh; Supvg. Prin. of Sch., Leetsdale, Pa., since 1946.
- Beierschmitt, Gerald A., A.B.'25, Holy Cross Col.; A.M.'35, Bucknell Univ.; Supt. of Sch., Mt. Carmel, Pa., since 1934.
- Bell, J. Ellis, B.S.'22, Westminster Col., New Wilmington, Pa.; M.A.'28, Tchrs. Col., Columbia Univ.; Supt. of Sch., Ellwood City, Pa., since 1938.
- Bell, Regua W., A.B.'16, William Jewell Col.; A.M.'26, Univ. of Okla.; Supvg. Prin. of Sch., Jenkintown, Pa., since 1938.
- Berkey, Harry D., B.S.'31, State Tchrs. Col., Indiana, Pa.; Ed.M.'35, Univ. of Pittsburgh; Supt. of Sch., Arnold, Pa., since 1950.
- Bertin, Eugene P., B.A. (Jurisprudence)'17, Buckeall Univ.; M.A. (Comparative Lit.) '25, Harvard Univ.; Asst. Exec. Secy., Pa. State Educ. Assn., Harrisburg, Pa., since 1947.
- *Betts, Emmett Albert, B.S.'25, Des Moines Univ.; M.A.'28, Ph.D.'31, State Univ. of Iowa; Dir. of Reading Clinic, Temple Univ., Philadelphia, Pa., since 1945.
- Biemesderfer, Daniel L., A.B.'21, Franklin and Marshall Col.; M.A.'31, Univ. of Pa.; Litt.D.'43, Muhlenberg Col.; Pres., State Tchrs. Col., Milleraville, Pa., since 1943.
- Bingeman, Joseph Wade, B.S. in Ec.'27, Franklin and Marshall Col.; M.A.'34, Columbia Univ.; D.Ed.'44, Temple Univ.; Supvg. Prin. of Sch., Ambler, Pa., since 1953.
- Birch, Jack W., Ph.D.'51, Univ. of Pittsburgh; Dir. of Spec. Educ., Pub. Sch., Pittsburgh, Pa., since 1948.
- Blair, Horace LeRoy, B.S. in Ed.'31, State Tchrs. Col., Edinboro, Pa.; M.Ed.'34, Univ. of Pittsburgh; Co. Supt. of Sch., Warren, Pa., since 1938.

- Blakley, William J., A.B.'29, Westminster Col.; M.Ed.'37, Univ. of Pittsburgh; Supvg. Prin., West Jefferson Hills Sch., Large, Pa., since 1950.
- Bluebaugh, Ralph D., B.A.'40, Washington and Jefferson Col.; Master's '47, Univ. of Pittsburgh; Supvg. Prin., Chartiers Twp. Sch. Dist., Washington, Pa., since 1947.
- *Boehm, Charles H., A.B.'23, Franklin and Marshall Col.; A.M.'26, Tchrs. Col., Columbia Univ.; Ed.D.'49, Rutgers Univ.; Co. Supt. of Sch., Doylestown, Pa., since 1940.
- Bohren, Karl, Ed.D.'46, Univ. of Pittsburgh; Supt. of Sch., Clairton, Pa., since 1950.
- Bolig, Harold L., Supvg. Prin. of Sch., Selinsgrove, Pa.
- Bond, Horace Mann, A.B.'23, Lincoln Univ.; A.M.'26, Ph.D.'36, Univ. of Chicago; Pres., Lincoln Univ., Lincoln Univ., Pa., since 1945.
- Boughner, W. L., Supvg. Prin. of Sch., West Elizabeth, Pa.
- Bounds, Clyde E., B.S.'19, Washington Col.; M.A.'27, Univ. of Pa.; Supt. of Sch., Windber, Pa., since 1941.
- Boyer, Philip A., Ph.D.'20, Univ. of Pa.; Assoc. Supt. of Sch., Philadelphia, Pa. (retired, 1952). Address: The Ballinger Co., 121 N. Broad St., Philadelphia 7, Pa.
- Boyle, Joseph E., A.B.'25, Mt. St. Mary's Col.; M.Ed.'36, Pa. State Col.; Supt. of Sch., Mahanoy City, Pa., since 1942.
- Braden, C. B., Supvg. Prin. of Sch., Daisytown, Pa.
- Brendlinger, LeRoy R., B.S.'46, State Tchrs. Col., West Chester, Pa.; M.S.'49, Univ. of Pa.; Supvg. Prin., Lower Pottsgrove Twp. Sch. Dist., Sanatoga, Pa., since 1949.
- Brenner, Frank E., A.B.'31, Pa. State Col.; M.Ed.'44, Temple Univ.; Supvg. Prin. of Sch., Cornwall, Pa., since 1951.
- Brewer, Karl M., B.A.'33, M.Ed.'38, Pa. State Col.; Supt. of Sch., Du Bois, Pa., since 1942.
- Brinton, Charles A., B.S.'21, Haverford Col.; M.A.'40, Univ. of Pa.; Supvg. Prin., Clifton Heights, Pa., 1935-50. Address: R.D. 1, Biglerville, Pa.
- Broad, Lambert E., A.B.'27, Lehigh Univ.; A.M.'31, Univ. of Pittsburgh; Prin., Mining and Mech. Inst., Freeland, Pa., since 1934.
- Brocker, Robert John, Sch. Arch. and Engr., Coulter Bldg., Greensburg, Pa., since 1922.
- Brown, Cardin D., B.S.'35, State Tchrs. Col., Kutztown, Pa.; M.Ed.'40, Pa. State Col.; Supvg. Prin., Plymouth-Whitemarsh Twp. Sch., Norristown, Pa., since 1944.
- Brown, Hermon J., M.Ed.'53, Pa. State Col.; Supvg. Prin. of Sullivan Highland Sch., Souderton, Pa., since 1934.
- Brown, Robert, Supt. of Sch. Dist. 4, Philadelphia, Pa.
- Bruce, David Harry, M.A.'38, Ph.D.'44, Univ. of Pittsburgh; Supt., West Mifflin Hrs. Sch. Dist., West Mifflin, Pa., since 1944.
- *Bryant, Edna Mae, A.B.'34, Allegheny Col.; M.A.'44, Univ. of Pittsburgh; Educ. Consultant, Scott Foresman & Co., Pittsburgh, Pa.
- Bryan, Charles H., B.S.'34, State Tchrs. Col., California, Pa.; Supvg. Prin., Bethlehem Joint Sch. Dist., Fredericktown, Pa., since 1949.
- Bryan, Fred E., B.S.'33, State Tchrs. Col., California, Pa.; M.A.'37, Columbia Univ.; D.Ed.'52, Univ. of Pittsburgh; Supt. of Sch., Uniontown, Pa., since 1950.
- Buck, Cleon F., B.S.'23, Bucknell Univ.; M.S. in Ed.'33, Univ. of Pa.; Supvg. Prin. of Sch., Parkersburg, Pa., since 1925.
- Bulick, Samuel B., B.S.'17, Susquehanna Univ.; Ed.M.'33, Univ. of Pittsburgh; Ph.D.'45, Webster Col.; Supt. of Sch., Greensburg, Pa., since 1941.
- Burkard, William E., B.S.'17, M.A.'25, Ph.D., Univ. of Pa.; Assoc. Supt. of Sch., Philadelphia, Pa., since 1951.
- Burkhardt, J. Paul, A.B.'27, Albright Col.; M.A.'30, Columbia Univ.; Co. Supt. of Sch., Carlisle, Pa., since 1946.
- Burkholder, W. Clay, B.S.'35, Juniata Col.; M.Ed.'41, Pa. State Col.; Supt., Mifflin Co. Sch., Lewistown, Pa.
- Burton, Frank L., A.B.'20, Westminster Col., New Wilmington, Pa.; M.A.'28, Univ. of Pittsburgh; D.Ped.'45, Westminster Col.; Supt. of Sch., New Castle, Pa., since 1942.
- Butterweck, Joseph S., B.S. in Ed.'22, M.A.'24, Univ. of Pa.; Ph.D.'26, Columbia Univ.; Dir., Div. of Secondary Educ. and Prof. of Educ., Temple Univ., Philadelphia, Pa., since 1926.
- Butts, James E., A.B.'20, Juniata Col.; A.M.'25, Columbia Univ.; Blair Co. Supt. of Sch., Hollidaysburg, Pa., since 1942.
- Cameron, Donald L., B.A.'33, Juniata Col.; M.Ed.'47, Pa. State Col.; Supvr., Special Educ., Centre Co. Sch., Bellefonte, Pa., since 1953.
- Cameron, James W., M.A.'33, Univ. of Pittsburgh; Supvg. Prin. of Edgeworth Sch., Sewickley, Pa., since 1929.
- Campbell, A. L., B.S.'30, State Tchrs. Col., Slippery Rock, Pa.; M.Ed., Univ. of Pittsburgh; Supvg. Prin., Apollo Area Jr. Sch., Apollo, Pa., since 1950.
- Campbell, Charles M., A.B.'33, Grove City Col.; M.Ed.'41, Univ. of Pittsburgh; Supvg. Prin., Mt. Oliver Sch., Pittsburgh, Pa., since 1951.
- Campbell, (Mrs.) Emily Shimer, Dir. of Elem. Educ., Pottsville, Pa., since 1936.
- Campion, Joseph William, B.S.'36, State Tchrs. Col., Kutztown, Pa.; Supvg. Prin. of Cass Twp. Sch., Heckscherville, Pa., since 1936.
- Carr, Colwell W., B.S.'33, M.S.'39, Univ. of Pa.; Supvg. Prin., Rockledge Hrs. Sch. Dist., Philadelphia, Pa., since 1950.
- Carson, Thomas E., Jr., B.S.'31, Bethany Col.; Ed.M.'34, Ph.D.'44, Univ. of Pittsburgh; Supvg. Prin. of North Allegheny Joint Sch., Pittsburgh, Pa., since 1948.
- Carter, E. Frank, B.S.'33, State Tchrs. Col., California, Pa.; M.A. in Ed.'37, Univ. of Pittsburgh; Supt. of Rostraver Twp. Sch., Belle Vernon, Pa., since 1935.
- Carter, R. Glenn, A.B.'32, Pa. State Col.; M.Ed.'39, Univ. of Pittsburgh; Dist. Supt. of Sugarcreek Twp. Sch., Franklin, Pa., since 1945.
- Cartwright, John S., A.B.'25, Cornell Univ.; A.M.'40, New York Univ.; Supt. of Sch., Allentown, Pa., since 1952.

PENNSYLVANIA

- Carvolth, R. T., B.S.'21, M.A.'34, Bucknall Univ.; Supt., Blakely Borough Sch., Peckville, Pa., since 1942.
- Cassler, George W., B.S.'20, Susquehanna Univ.; M.S.'31, Pa. State Col.; Asst. Supt., Allegheny Co. Sch., Pittsburgh, Pa., since 1943.
- Champlin, Carroll D., A.B.'14, A.M.'15, Haverford Col.; Ph.D.'25, Univ. of Pittsburgh; Prof. of Educ., Pa. State Col., State College, Pa., since 1926.
- Chandler, Paul G., B.A.'14, Ky. Wesleyan Col.; M.A.'20, Ph.D.'30, Columbia Univ.; Pres., State Tchrs. Col., Clarion, Pa., since 1937.
- Chapman, Ernest T., Diploma '11, Ashland Col.; B.S.'26, Univ. of Pittsburgh; Supt. of Sch., New Kensington, Pa., since 1924.
- Christman, Paul Snyder, B.S.'19, M.Sc.'21, Ped.D.'50, Franklin & Marshall Col., Supt. of Sch., Schuylkill Haven, Pa., since 1931.
- Chrysostom, Mother, Pres., Rosemont Col., Rosemont, Pa., since 1952.
- Clark, A. G., B.S.'28, Muskingum Col.; M.A.'38, Ph.D.'48, Univ. of Pittsburgh; Supvg. Prin. of Avonworth Sch., Ben Avon, Pittsburgh, Pa., since 1946.
- Clark, Fred S., B.S.'32, Allegheny Col.; M.Ed.'39, Univ. of Pittsburgh; Supvg. Prin. of Sch., Harbor Creek, Pa., since 1938.
- Claude, John, Special Rep., Sch. Sales, Rockwell Manufacturing Co., Pittsburgh, Pa., since 1949.
- Clipmen, William Henry, Jr., A.B.'19, Washington and Jefferson Col.; M.A.'27, Bucknall Univ.; Supt. of Sch., Charlevoix, Pa., since 1946.
- Cober, John G., B.S. in Ed.'38, State Tchrs. Col., Indiana, Pe.; M.Ed.'46, Univ. of Pittsburgh; Supvg. Prin., O'Hara Twp. Sch., Pittsburgh, Pa., since 1947.
- Cobley, Herbert F., M.A. in Ed.'47, Lehigh Univ.; Assoc. Supt., Bloomsburg Sch. Dist., Bloomsburg, Pa.
- Cocklin, Warren H., B.S.'23, Franklin and Marshall Col.; A.M.'31, Univ. of Pa.; Supt., Upper Merion Twp. Sch., King of Prussia, Pa., since 1944.
- Cogley, Jesse W., Jr., A.B.'27, Westminster Col., Pa.; M.Ed.'37, Univ. of Pittsburgh; Supvg. Prin. of Sch., Patton, Pa., since 1947.
- Cole, E. W., Headmaster, Shady Side Academy, Pittsburgh, Pa.
- Cole, John S., Ph.B.'26, Muhlenberg Col.; M.A.'31, New York Univ.; Supvg. Prin. of Palmer Twp. Sch., Easton, Pa., since 1921.
- Cole, Ray M., B.S.'20, M.A.'27, Pa. State Col.; Columbia Co. Supr. of Sch., Bloomsburg, Pa., since 1918.
- Coleman, Arthur Prudden, B.A.'20, Wesleyan Univ.; M.A.'22, Ph.D.'25, Columbia Univ.; Pres., Alliance Col. Cambridge Springs, Pa., since 1950.
- Colton, Harold John, A.B.'24, Thiel Col.; A.M.'29, Columbia Univ.; Ph.D.'39, Univ. of Pittsburgh; Supvg. Prin. of Sch., Bridgeville, Pa., since 1931.
- Connell, John T., B.S.'19, LL.D.'52, Grove City Col.; A.M.'32, Univ. of Pittsburgh; Co. Supt. of Sch., Butler, Pa., since 1920.
- Cooper, E. Newbold, S.B.'21, Haverford Col.; M.A.'25, Univ. of Pa.; Ed.D.'47, Rutgers Univ.; Vicspr., Girard Col., Philadelphia, Pa., since 1949.
- Cope, Robert Wellington, B.A.'31, M.S. in Ed.'38, Univ. of Pa.; Supvg. Prin. of Joint Consol. Sch. Dist., Schwenksville, Pa., since 1953.
- Corbett, Thomas E., B.S. in Ed.'31, Pa. State Tchrs. Col., Indiana; M.A.'41, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Purchase Line Joint Sch., Glen Campbell, Pa., since 1953.
- Cornelius, Clair R., A.B.'37, Juniata Col.; M.Ed.'42, Pa. State Col.; Supvg. Prin. of Jt. Sch., Osceola Mills, Pa., since 1946.
- Cottrell, Elmer B., B.P.E.'19, M.P.E.'24, Springfield Col.; B.S.'28, Ed.D.'36, Univ. of Pittsburgh; Chief, Health and Phys. Educ., State Dept. of Pub. Instr., Harrisburg, Pa., since 1947.
- Cowan, I. Newton, B.S.'30, Franklin and Marshall Col.; M.E.D.'41, Temple Univ.; Supvg. Prin., Hatfield Jt. Consol. Sch., Hatfield, Pa., since 1951.
- Craig, James C., B.S.'33, Carnegie Inst. of Tech.; M.A.'37, Univ. of Pittsburgh; Assoc. Prof. of Elem. Educ., Univ. of Pittsburgh, Pittsburgh, Pa., since 1950.
- Craig, Sam B., B.A.'23, Litt.D.'51, Centre Col.; M.A.'23, Litt.D.'51, Gallaudet Col.; M.A.'27, George Washington Univ.; Supt., Western Pa. Sch. for the Deaf, Pittsburgh, Pa., since 1946.
- Craven, Samuel D., B.S.'35, Univ. of Pa.; M.Ed.'41, Temple Univ.; Supvg. Prin. of Borough Sch. Dist., Polcroft, Pa., since 1949.
- Crouse, Foster C., A.B.'16, Franklin and Marshall Col.; M.A.'37, Univ. of Pittsburgh; Supvg. Prin., Edgewood Pub. Sch., Pittsburgh, Pa., since 1952.
- Croutham, E. Marton, A.B.'14, Juniata Col.; M.Ed.'36, Temple Univ.; Supvg. Prin. of Sch., Souderton, Pa., since 1922.
- Crumbling, C. S., B.S., Albright Col.; M.S., Cornell Univ.; Supt. of Twp. Sch., Leureldale, Pa., since 1946.
- Culler, Ned, B.S.'29, M.Ed.'37, Pa. State Col.; Ed.D.'45, Univ. of Pittsburgh; Supt. of Sch., Connellsville, Pa.
- Cushman, Charles Leslie, A.B.'21, Grinnell Col.; Ph.D.'27, State Univ. of Iowa; Assoc. Supt. of Sch., Philadelphia, Pa., 1943-53 (retired).
- Daddy, A. Cyril, B.A.'22, Oxford Univ., England; Mgr. of Sch. and Col. Serv., Sun Oil Co., Philadelphia, Pa., since 1946.
- Dallabrida, Victor B., A.B.'32, Villanova Col.; M.A.'38, Bucknell Univ.; Prin., Roosevelt Jr. H. S., Mt. Carmel, Pa., since 1937.
- Dalton, Clyde E., B.S.'35, State Tchrs. Col., West Chester, Pa.; A.M.'38, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Marcus Hook, Pa., since 1945.
- Daum, Henry F., Bus. Mgr. Sch. Dist. of Abington Twp., Abington, Pa.
- Davenport, Aletha R., B.S.'34, M.A.'36, Univ. of Pa.; Supvg. Prin., S.A. Douglas Sch., Philadelphia, Pa., since 1951.
- Davidson, Robert L. D., A.B.'31, Dickinson Col.; Ed.M.'37, Ed.D.'47, Temple Univ.; Asst. Dean, Community Col., Temple Univ., Philadelphia, Pa., since 1945.

PENNSYLVANIA

- Carvolth, R. T., B.S.'21, M.A.'34, Bucknell Univ.; Supt., Blakely Borough Sch., Peckville, Pa., since 1942.
- Cassler, George W., B.S.'20, Susquehanna Univ.; M.S.'31, Pa. State Col. Asst. Supt., Allegheny Co. Sch., Pittsburgh, Pa., since 1943.
- Champlin, Carroll D., A.B.'14, A.M.'15, Haverford Col.; Ph.D.'25, Univ. of Pittsburgh; Prof. of Educ., Pa. State Col., State College, Pa., since 1926.
- Chandler, Paul G., B.A.'14, Ky. Wesleyan Col., M.A.'20, Ph.D.'30, Columbia Univ.; Pres., State Tchrs. Col., Clarion, Pa., since 1937.
- Chapman, Ernest T., Diploma '11, Ashland Col.; B.S.'26, Univ. of Pittsburgh; Supt. of Sch., New Kensington, Pa., since 1924.
- Christman, Paul Snyder, B.S.'19, M.Sc.'21, Fed.D.'50, Franklin & Marshall Col.; Supt. of Sch., Schuylkill Haven, Pa., since 1931.
- Chrysostom, Mother, Pres., Rosemont Col., Rosemont, Pa., since 1952.
- Clark, A. G., B.S.'28, Muakungum Col.; M.A.'33, Ph.D.'43, Univ. of Pittsburgh; Supvg. Prin. of Avonworth Sch., Ben Avon, Pittsburgh, Pa., since 1946.
- Clark, Fred S., B.S.'32, Allegheny Col.; M.Ed.'39, Univ. of Pittsburgh; Supvg. Prin. of Sch., Harbor Creek, Pa., since 1938.
- Claude, John, Special Rep. Sch. Sales, Rockwell Manufacturing Co., Pittsburgh, Pa., since 1949.
- Clipman, William Henry, Jr., A.B.'19, Washington and Jefferson Col.; M.A.'27, Bucknell Univ.; Supt. of Sch., Charleroi, Pa., since 1946.
- Cober, John G., B.S. in Ed.'38, State Tchrs. Col., Indiana, Pa.; M.Ed.'46, Univ. of Pittsburgh; Supvg. Prin., O'Hara Twp. Sch., Pittsburgh, Pa., since 1947.
- Cobley, Herbert F., M.A. in Ed.'47, Lehigh Univ.; Assoc. Supt., Bloomsburg Sch. Dist., Bloomsburg, Pa.
- Cocklin, Warren H., B.S.'23, Franklin and Marshall Col.; A.M.'31, Univ. of Pa.; Supt., Upper Merion Twp. Sch., King of Prussia, Pa., since 1944.
- Cogley, Jesse W., Jr., A.B.'27, Westminster Col., Pa.; M.Ed.'37, Univ. of Pittsburgh; Supvg. Prin. of Sch., Patton, Pa., since 1947.
- Cole, E. W., Headmaster, Shady Side Academy, Pittsburgh, Pa.
- Cole, John S., Ph.B.'26, Muhlenberg Col.; M.A.'31, New York Univ.; Supvg. Prin. of Palmer Twp. Sch., Easton, Pa., since 1921.
- Cole, Ray M., B.S.'20, M.A.'27, Pa. State Col.; Columbia Co. Supt. of Sch., Bloomsburg, Pa., since 1918.
- Coleman, Arthur Prudden, B.A.'20, Wesleyan Univ.; M.A.'22, Ph.D.'25, Columbia Univ.; Pres., Alliance Col., Cambridge Springs, Pa., since 1950.
- Colton, Harold John, A.B.'24, Thiel Col.; A.M.'29, Columbia Univ.; Ph.D.'39, Univ. of Pittsburgh; Supvg. Prin. of Sch., Bridgeville, Pa., since 1931.
- Connell, John T., B.S.'19, L.L.D.'52, Grova City Col.; A.M.'32, Univ. of Pittsburgh; Co. Supt. of Sch., Butler, Pa., since 1920.
- Cooper, E. Newbold, S.B.'21, Haverford Col., M.A.'25, Univ. of Pa.; Ed.D.'47, Rutgers Univ.; Vicepres., Girard Col., Philadelphia, Pa., since 1949.
- Cope, Robert Wellington, B.A.'31, M.S. in Ed.'38, Univ. of Pa.; Supvg. Prin. of Joint Coosol. Sch. Dist., Schwenksville, Pa., since 1953.
- Corbett, Thomas E., B.S. in Ed.'31, Pa. State Tchrs. Col., Indiana; M.A.'41, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Purchase Line Joint Sch., Glen Campbell, Pa., since 1953.
- Cornelius, Clair R., A.B.'37, Juniata Col.; M.Ed.'42, Pa. State Col.; Supvg. Prin. of Jt. Sch., Oaceola Mills, Pa., since 1946.
- Cottrell, Elmer B., B.P.E.'19, M.P.E.'24, Springfield Col.; B.S.'28, Ed.D.'36, Univ. of Pittsburgh; Chief, Health and Phys. Educ., State Dept. of Pub. Inatr., Harrisburg, Pa., since 1947.
- Cowan, I. Newton, B.S.'30, Franklin and Marshall Col.; M.E.D.'41, Temple Univ.; Supvg. Prin., Hatfield Jt. Consol. Sch., Hatfield, Pa., since 1951.
- Craig, James C., B.S.'33, Carnegie Inst. of Tech.; M.A.'37, Univ. of Pittsburgh; Assoc. Prof. of Elem. Educ., Univ. of Pittsburgh, Pittsburgh, Pa., since 1950.
- Craig, Sam B., B.A.'23, Litt.D.'51, Centre Col.; M.A.'23, Litt.D.'51, Gallaudet Col.; M.A.'27, George Washington Univ.; Supt., Western Pa. Sch. for the Deaf, Pittsburgh, Pa., since 1946.
- Craven, Samuel D., B.S.'35, Univ. of Pa.; M.Ed.'41, Temple Univ.; Supvg. Prin. of Borough Sch. Dist., Folcroft, Pa., since 1949.
- Crouae, Foster C., A.B.'16, Franklin and Marshall Col.; M.A.'37, Univ. of Pittsburgh; Supvg. Prin., Edgewood Pub. Sch., Pittsburgh, Pa., since 1952.
- Croubamel, E. Merton, A.B.'14, Juniata Col.; M.Ed.'36, Temple Univ.; Supvg. Prin. of Sch., Souderton, Pa., since 1922.
- Crumbling, C. S., B.S., Albright Col.; M.S., Cornell Univ.; Supt. of Twp. Sch., Laureldale, Pa., since 1946.
- Culler, Ned, B.S.'29, M.Ed.'37, Pa. State Col.; Ed.D.'45, Univ. of Pittsburgh; Supt. of Sch., Connellsville, Pa.
- Cushman, Charles Lealie, A.B.'21, Grinnell Col.; Ph.D.'27, State Univ. of Iowa; Assoc. Supt. of Sch., Philadelphia, Pa., 1943-53 (retired).
- Dady, A. Cyril, B.A.'22, Oxford Univ., England; Mgr. of Sch. and Col. Serv., Suo Oil Co., Philadelphia, Pa., since 1946.
- Dallabrida, Victor B., A.B.'32, Villanova Col.; M.A.'38, Bucknell Univ.; Prin., Roosevelt Jr. H. S., Mt. Carmel, Pa., since 1937.
- Dalton, Clyde E., B.S.'35, State Tchrs. Col., West Chester, Pa.; A.M.'38, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Marcua Hook, Pa., since 1945.
- Daum, Henry F., Bua. Mgr., Sch. Dist. of Abington Twp., Abington, Pa.
- Davenport, Alethea R., B.S.'34, M.A.'36, Univ. of Pa.; Supvg. Prin., S.A. Douglass Sch., Philadelphia, Pa., since 1951.
- Davidson, Robert L. D., A.B.'31, Dickinson Col.; Ed.M.'37, Ed.D.'47, Temple Univ.; Asst. Dean, Community Col., Temple Univ., Philadelphia, Pa., since 1945.

- Gemmill, Charles W., A.B.'18, Lebanon Valley Col.; A.M.'25, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., New Cumberland, Pa., since 1927.
- Gerlach, H. K., B.S.'33, Elizabethtown Col.; M.S. in Ed. Adm.'38, Univ. of Pa.; Supvg. Prin., Southern Lancaster Co. Joint Sch., Quarryville, Pa., since 1951.
- Getty, R. F., B.S.'21, Susquehanna Univ.; M.Ed.'35, Pa. State Col.; Supt. of Sch., Huntingdon, Pa., since 1949.
- Gilland, Thomas M., A.B.'09, Ursinus Col.; A.M.'26, Tchrs. Col., Columbia Univ.; Ph.D.'35, Univ. of Chicago; Dir. of Student Tchg. and Placement, State Tchrs. Col., California, Pa., since 1931.
- Gilmore, John W., M.S.'48, Univ. of Pa.; on leave of absence, Pub. Sch., Philadelphia, Pa.
- Glasser, Robert J., M.Ed.'52, Pa. State Col.; Supvg. Prin., Warriors Mark-Franklin Sch., Warriors Mark, Pa., since 1952.
- Gockley, Clarence M., Diploma '17, State Tchrs. Col., West Chester, Pa.; B.S.'30, Muhlenberg Col.; M.A.'40, Lehigh Univ.; Supt. of Whitehall Twp. Sch., Hokenauqua, Pa., since 1938.
- Grebe, M. Alice, Diploma '18, Keystone State Normal Sch., Kutztown, Pa.; B.S.'32, Univ. of Pa.; Supvg. Prin. of Sch., Schwenksville, Pa., 1935-53 (retired).
- Greenawalt, E. Guy, A.B.'18, Franklin and Marshall Col.; A.M.'25, Tchrs. Col., Columbia Univ.; Ed.D.'37, Pa. State Col.; Supvg. Prin., James Buchanan Joint Sch. System, Mercersburg, Pa., since 1951.
- *Greenawalt, William C., A.B.'07, A.M.'12, Franklin and Marshall Col.; Supt. of Sch., Olean, N. Y., 1920-40. Address: 418 W. Market St., Orwigsburg, Pa.
- Greth, Morris S., Chmn., Dept. of Sociology, Muhlenberg Col., Allentown, Pa.
- Griffith, Edward D., A.B.'19, Lafayette Col.; M.A.'31, Univ. of Pa.; Eastern Mgr., Lyons and Carnahan, Wilkes-Barre, Pa., since 1943.
- Griffith, H. T., B.S.'29, State Tchrs. Col., Millersville, Pa.; M.Ed.'34, Ed.D.'49, Pa. State Col.; Supt. of Sch., Steelton, Pa., since 1950.
- Grim, Paul H., B.S.'27, Albright Col.; Supvg. Prin., North Coventry Twp. Sch. Dist., Pottstown, Pa., since 1940.
- Grizzell, E. Duncan, B.A.'15, Yale Univ.; M.A.'19, Ph.D.'22, Univ. of Pa.; Dean, Sch. of Educ., since 1948, and Prof. of Educ., Univ. of Pa., Philadelphia, Pa., since 1929.
- Groner, Earl P., B.S. in Ed.'32, State Tchrs. Col., East Stroudsburg, Pa.; M.A.'42, New York Univ.; Dist. Supt. of Sch., Stroudsburg, Pa., since 1950.
- Groce, C. Herman, B.S.'16, W. Va. Wesleyan Col.; A.M.'27, Ph.D.'40, Univ. of Pittsburgh; Ped.D.'40, W. Va. Wesleyan Col.; LL.D.'50, Allegheny Col.; Pres., State Tchrs. Col., California, Pa., since 1952.
- Grover, Arlton G., B.S.'31, M.E.'15, Univ. of Pittsburgh; Supvg. Prin., Harmony Twp. Sch. Dist., Ambridge, Pa., since 1950.
- Grumbling, H. Virgil, B.S.'30, State Tchrs. Col., Indiana, Pa.; M.A.'38, Univ. of Pittsburgh; Pd.D.'51, Wayneburg Col.; Supt. of Sch., Oil City, Pa., since 1946.
- Gruver, E. M., B.S.'24, Gettysburg Col.; M.Ed.'39, Temple Univ.; Supvg. Prin. of Conewago Joint Sch. System, East Berlin, Pa., since 1948.
- Guerrier, Joseph A., B.S. in Ec.'29, M.E.'36, Duquesne Univ.; Supvg. Prin. of Har-Brack Joint Sch. Dist., Natrona, Pa., since 1946.
- Gustin, Seth, A.B.'27, Susquehanna Univ.; M.A.'34, Columbia Univ.; Supvg. Prin., Jt. Consol. Sch., Mercer, Pa., since 1948.
- Haas, Francis B., B.S.'13, Temple Univ.; M.A.'22, Univ. of Pa.; Pd.D.'25, Temple Univ.; LL.D.'34, Juniata Col.; Litt.D.'39, Bucknell Univ.; LL.D.'42, Univ. of Pittsburgh; State Supt. of Pub. Instr., Harrisburg, Pa., since 1939.
- Haas, Frederick P., B.S.'49, Temple Univ.; Prin., Elem. Sch., Norwood, Pa.
- Hackenberg, J. L., A.B.'20, Susquehanna Univ.; A.M.'29, Pa. State Col.; Supt. of Sch., Shamokin, Pa., since 1946.
- Hackman, Arthur A., B.S.'31, State Tchrs. Col., Millersville, Pa.; M.A.'37, Columbia Univ.; Supvg. Prin., East Hempfield Twp. Sch., Landisville, Pa., since 1937.
- Hahn, Willard S., B.S. in Arch.'32, Pa. State Col.; Partner, Wolf & Hahn, Architects., Allentown, Pa., since 1945.
- Haiderman, J. Leonard, B.S.'22, Pa. State Col.; M.S.'32, Univ. of Pa.; Doctor's '45, Temple Univ.; Dist. Supt. of Springfield Twp. Sch., Del. Co., Springfield, Pa., since 1952.
- Haliman, Mildred B., Prin., Franconia Consol. Sch., Souderton, Pa.
- Hammer, Eugene L., B.S.'43, Wheaton Col.; M.A.'43, Northwestern Univ.; Prof. of Educ., Wilkes Col., Wilkes-Barre, Pa., since 1953.
- Handwork, Cora Lacey, Ph.B.'14, Dickinson Col.; M.S.'37, Univ. of Pa.; Supvg. Prin. of Sch., Birdsboro, Pa., since 1933.
- Hanley, William M., B.S.'36, State Tchrs. Col., California, Pa.; Ed.M.'38, Univ. of Pittsburgh; Supvg. Prin., Albert Gallatin Joint Sch. System, Point Marion, Pa., since 1951.
- Hare, H. Frank, B.S. in Ed.'24, M.S. in Ed.'34, Univ. of Pittsburgh; Sc.D. in Ed. (Hon.) '44, Gettysburg Col.; Supt. of Sch., Phoenixville, Pa.
- Harman, Allen C., B.A.'26, Ursinus Col.; Ed.M.'34, Temple Univ.; Ph.D.'47, Univ. of Pa.; Asst. Supt., Montgomery Co. Sch., Willow Grove, Pa., since 1941.
- Harriger, Guy N., B.S.'35, State Tchrs. Col., Clarion, Pa.; Litt.M.'37, Ed.D.'47, Univ. of Pittsburgh; Dir. of Curriculum and Supvn., Secondary Sch., Butler, Pa., since 1948.
- Hartman, Joseph A., B.S.'26, Grove City Col.; A.M.'37, Ph.D.'49, Univ. of Pittsburgh; Supt. of Sch., Greenville, Pa., since 1950.
- Hartz, Robert E., A.B.'16, Lebanon Valley Col.; Supvg. Prin. of Sch., Palmyra, Pa., since 1927.
- Harvey, Randolph B., A.B.'31, Susquehanna Univ.; M.A.'33, New York Univ.; Supt. of Sch., Coaldale, Pa., since 1939.
- Haubert, John R., B.S.'32, Pa. State Tchrs. Col., Indiana; Ed.M.'37, Pa. State Col.; Ed.D.'51, Temple Univ.; City Supt. of Sch., Franklin, Pa., since 1953.

PENNSYLVANIA

- Eshelman, Walter W., A.B.'30, Elizabethtown Col.; LL.B.'31, Blackstone Inst.; A.M.'33, Columbia Univ.; Ed.D.'41, New York Univ.; Supvg. Prin. of Upper Dublin Twp. Sch., Ft. Washington, Pa., since 1945.
- Evans, William C., A.B.'19, Lebanon Valley Col.; Ed.M.'41, Univ. of Pittsburgh; Supvg. Prin. of Sch., Dillsburg, Pa., since 1947.
- Farley, Eugene Shedden, B.S.'21, Pa. State Col.; M.A.'27, Ph.D.'33, Univ. of Pa.; Pres., Wilkes Col., Wilkes-Barre, Pa., since 1936.
- Faust, Beaver S., A.B.'29, Susquehanna Univ.; A.M.'39, Univ. of Pittsburgh; Juniata Co. Sch., Mifflintown, Pa.
- Faust, J. Frank, B.Sc.'15, Susquehanna Univ.; M.A.'28, Columbia Univ.; Ed.D.'35, Pa. State Col.; Supt. of Sch., Chambersburg, Pa., since 1940.
- Felker, Arthur M., Supt. of Snyder Co. Sch., Middleburg, Pa.
- Fenstermacher, Varnum H., B.S.'29, State Tchrs. Col., Shippensburg, Pa.; M.A.'33, Columbia Univ.; Ed.D.'43, Temple Univ.; Dean, Hershey Jr. Col., Hershey, Pa., since 1947.
- Ferguson, Arthur W., B.S.'12, Univ. of Pa.; A.M.'20, Lafayette Col.; Ph.D.'24, Univ. of Pa.; Supt. of Sch., York, Pa., since 1930.
- Ferguson, Robert G., A.B.'32, Pa. State Col.; A.M.'48, Univ. of Pa.; Dir. of Educ., Devereux Sch., Devon, Pa., since 1949.
- Firat, William H., B.S.'30, Allegheny Col.; M.S.'38, Univ. of Chicago; Supvg. Prin. of Sch., California, Pa., since 1940.
- Flaherty, Thomas J., B.Ed.'41, Duquesne Univ.; M.Ed.'49, Univ. of Pittsburgh; Supvg. Prin., North Versailles Twp. Sch., East Pittsburgh, Pa., since 1950.
- Flanagan, John C., B.S.'29, M.A.'32, Univ. of Wash.; Ph.D.'34, Harvard Univ.; Prof. of Psych., Univ. of Pittsburgh, since 1946, and Dir. of Research, American Inst. for Research, Pittsburgh, Pa., since 1947.
- Flannery, Anthony J., B.S.'37, M.S. in Ed.'41, Bucknell Univ.; Supt. West Mahanoy Twp. Sch., Shenandoah, Pa., since 1952.
- Flegal, Edwin J., A.B.'35, Juniata Col.; M.A.'46, Tchrs. Col., Columbia Univ.; Supvg. Prin., Joint Sch., Portage, Pa., since 1948.
- Ford, Thomas H., Ph.B.'14, Dickinson Col.; A.M.'25, Univ. of Pa.; Litt.D.'36, Albright Col.; Supt. of Sch., Reading, Pa., since 1933.
- Fowler, Burton P., A.B.'07, Syracuse Univ.; A.M.'25, Tchrs. Col., Columbia Univ.; Ped.D.'39, Syracuse Univ.; Prin., Germantown Friends Sch., Germantown, Philadelphia, Pa., since 1941.
- Francis, Thomas, B.S.'28, Pa. State Col.; M.A.'33, Columbia Univ.; Co. Supt. of Sch., Scranton, Pa., since 1926.
- Franco-Ferreira, (Mrs.) Marion A., M.A.'34, Northwestern Univ.; Prin. of Borough Sch., Doylestown, Pa., since 1952.
- Frank, T. Russell, B.S. in Ed.'37, M.S. in Ed.'41, Temple Univ.; Prin. Glenside-Weldon Jr. High and Elem. Sch., Glenside, Pa., since 1948.
- Frankenfield, Calvin S., B.S.'26, Ursinus Col.; M.A.'32, Columbia Univ.; Assoc. Supt., Parkland Sch. Dist., Allentown, Pa., since 1932.
- Frankenfield, Clyde S., Ph.B.'17, Muhlenberg Col.; M.A.'21, Columbia Univ.; Supvg. Prin. of Pub. Sch., Catasauqua, Pa., since 1930.
- Franklin, Samuel P., A.B.'19, Union Col. (Ky.); M.A.'21, Northwestern Univ.; S.T.B.'24, Boston Univ.; Ph.D.'25, State Univ. of Iowa; Dean, Sch. of Educ., Univ. of Pittsburgh, Pittsburgh, Pa., since 1943.
- Fretz, Floyd C., B.S.'27, M.Ed.'30, Univ. of Pa.; Supt. of Sch., Bradford, Pa., since 1936.
- Fritz, J. Elias, B.S.'31, Franklin and Marshall Col.; Supvg. Prin., E. Lampeter Twp. H. S., Lancaster, Pa., since 1948.
- Fromuth, Carl L., B.S. in Ed.'23, M.Ed.'32, Temple Univ.; Supt., Dist. 1, Pub. Sch., Philadelphia, Pa., since 1952.
- Fruth, Jacob Richard, A.B.'32, Geneva Col.; M.A.'41, Duke Univ.; Supvr. Prin. of Sch., Freedom, Pa., since 1951.
- Frye, William C., Jr., B.S. Ed.'39, Pa. State Tchrs. Col., California; M.Ed.'51, Univ. of Pittsburgh; Supvr. Prin. of Sch., Meadville, Pa., since 1952.
- Fryer, Wilmer R., A.B.'26, Pa. State Col.; M.Ed.'40, Temple Univ.; Supvg. Prin. of Sch., Eddystone, Pa., since 1952.
- Fullerton, Theo W., B.S. in Ed.'33, State Tchrs. Col., Indiana, Pa.; M.Ed.'38, Pa. State Col.; Assoc. Supt. of Sch., Hempfield Area Joint Sch., Greensburg, Pa., since 1952.
- Gable, Martha A., Ed.B.'29, Ind. Univ.; Ed.M.'35, Temple Univ.; Asst. Dir., Sch. Community Relations, Bd. of Educ., Philadelphia, Pa., since 1949.
- Gallagher, Joseph D., A.B.'26, Univ. of Pa.; M.A.'37, New York Univ.; Supt. of Hazle Twp. Sch., Hazleton, Pa., since 1938.
- Gallaschun, G. F., Supt. of Sch., Rankin, Pa., since 1949.
- Garber, Lee O., B.S.'20, Ill. Wesleyan Univ.; M.S.'26, Univ. of Ill.; Ph.D.'32, Univ. of Chicago; Assoc. Prof. of Educ., Univ. of Pa., Philadelphia, Pa., since 1949.
- Gayman, Harvey E., B.S.'16, Cornell Univ.; M.A.'33, Columbia Univ.; D.Sc. in Ed.'53, Temple Univ.; Exec. Secy., Pa. State Educ. Assn., Harrisburg, Pa., since 1939.
- Gehman, A. L., A.B.'09, Franklin and Marshall Col.; A.M.'18, Tchrs. Col., Columbia Univ.; Supt. of Springfield Twp. Sch., Chestnut Hill, Philadelphia, Pa., 1922-53 (retired).
- Gehring, C. H., B.A.'39, Moravian Col.; M.A.'50, Lehigh Univ.; Prin., Fountain Hill Jr. H. S., Bethlehem, Pa., since 1947.
- Geiges, Ellwood A., B.S.'16, M.S.'23, Temple Univ.; Ed.D.'45, Columbia Univ. and Temple Univ.; Supt. of Sch., Norristown, Pa., since 1945.
- Geigle, Ralph C., A.B.'35, Susquehanna Univ.; M.A.'40, Columbia Univ.; Ed.D.'50, George Wash. Univ.; Supvg. Prin., Susquehanna Joint Sch., Duncannon, Pa., since 1952.
- Geisz, Newton W., A.B.'15, Muhlenberg Col.; A.M.'23, Univ. of Pa.; Berks Co. Supt. of Sch., Reading, Pa., since 1946.

- Gemmill, Charles W., A.B.'18, Lebanon Valley Col.; A.M.'25, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., New Cumberland, Pa., since 1927.
- Gerlach, H. K., B.S.'33, Elizabethtown Col.; M.S. in Ed. Adm.'38, Univ. of Pa.; Supvg. Prin., Southern Lancaster Co. Joint Sch., Quarryville, Pa., since 1951.
- Getty, R. F., B.S.'21, Susquehanna Univ.; M.Ed.'35, Pa. State Col.; Supt. of Sch., Huntingdon, Pa., since 1949.
- Gilland, Thomas M., A.B.'09, Ursinus Col.; A.M.'26, Tchrs. Col., Columbia Univ.; Ph.D.'35, Univ. of Chicago; Dir. of Student Tchg. and Placement, State Tchrs. Col., California, Pa., since 1931.
- Gilmore, John W., M.S.'48, Univ. of Pa.; on leave of absence, Pub. Sch., Philadelphia, Pa.
- Glasser, Robert J., M.Ed.'52, Pa. State Col.; Supvg. Prin., Warriors Mark-Franklin Sch., Warriors Mark, Pa., since 1952.
- Gockley, Clarence M., Diploma '17, State Tchrs. Col., West Chester, Pa.; B.S.'30, Muhlenberg Col.; M.A.'40, Lehigh Univ.; Supt. of Whitahall Twp. Sch., Hoken-daqua, Pa., since 1938.
- Grebe, M. Alice, Diploma '18, Keystone State Normal Sch., Kutztown, Pa.; B.S.'32, Univ. of Pa.; Supvg. Prin. of Sch., Schwenksville, Pa., 1935-53 (retired).
- Greenawalt, E. Guy, A.B.'18, Franklin and Marshall Col.; A.M.'25, Tchrs. Col., Columbia Univ.; Ed.D.'37, Pa. State Col.; Supvg. Prin., James Buchanan Joint Sch. System, Mercersburg, Pa., since 1951.
- *Greenawalt, William C., A.B.'07, A.M.'12, Franklin and Marshall Col.; Supt. of Sch., Oless, N. Y., 1920-40. Address: 418 W. Market St., Orwigsburg, Pa.
- Grath, Morris S., Chmn., Dept. of Sociology, Muhlenberg Col., Allentown, Pa.
- Griffith, Edward D., A.B.'19, Lafayette Col.; M.A.'31, Univ. of Pa.; Eastern Mgr., Lyons and Carnahan, Wilkes-Barre, Pa., since 1943.
- Griffith, H. T., B.S.'29, State Tchrs. Col., Millersville, Pa.; M.Ed.'34, Ed.D.'49, Pa. State Col.; Supt. of Sch., Steelton, Pa., since 1950.
- Grim, Paul H., B.S.'27, Albright Col.; Supvg. Prin., North Coventry Twp. Sch. Dist., Pottstown, Pa., since 1940.
- Grizzell, E. Duncan, B.A.'15, Yale Univ.; M.A.'19, Ph.D.'22, Univ. of Pa.; Dean, Sch. of Educ., since 1948, and Prof. of Educ., Univ. of Pa., Philadelphia, Pa., since 1929.
- Groner, Earl F., B.S. in Ed.'32, State Tchrs. Col., East Stroudsburg, Pa.; M.A.'42, New York Univ.; Dist. Supt. of Sch., Stroudsburg, Pa., since 1950.
- Grose, C. Herman, B.S.'16, W. Va. Wesleyan Col.; A.M.'27, Ph.D.'40, Univ. of Pittsburgh; Ed.D.'40, W. Va. Wesleyan Col.; LL.D.'50, Allegheny Col.; Pres., State Tchrs. Col., California, Pa., since 1952.
- Grover, Arlton G., B.S.'31, M.E.'15, Univ. of Pittsburgh; Supvg. Prin., Harmony Twp. Sch. Dist., Ambridge, Pa., since 1950.
- Grumling, H. Virgil, B.S.'30, State Tchrs. Col., Indiana, Pa.; M.A.'38, Univ. of Pittsburgh; Pd.D.'51, Wyalburg Col.; Supt. of Sch., Oil City, Pa., since 1946.
- Gruver, E. M., B.S.'24, Gettysburg Col.; M.Ed.'39, Temple Univ.; Supvg. Prin. of Conewago Joint Sch. System, East Berlin, Pa., since 1948.
- Guerrier, Joseph A., B.S. in Ec.'29, M.E.'36, Duquesne Univ.; Supvg. Prin. of Har-Brack Joint Sch. Dist., Natrona, Pa., since 1946.
- Gustin, Seth, A.B.'27, Susquehanna Univ.; M.A.'34, Columbia Univ.; Supvg. Prin., Jt. Consol. Sch., Mercer, Pa., since 1948.
- Haas, Francis B., B.S.'13, Temple Univ.; M.A.'22, Univ. of Pa.; Pd.D.'25, Temple Univ.; LL.D.'34, Juniata Col.; Litt.D.'39, Bucknell Univ.; LL.D.'42, Univ. of Pittsburgh; State Supt. of Pub. Instr., Harrisburg, Pa., since 1939.
- Haas, Frederick P., B.S.'49, Temple Univ.; Prin., Elem. Sch., Norwood, Pa.
- Hackenberg, J. L., A.B.'20, Susquehanna Univ.; A.M.'29, Pa. State Col.; Supt. of Sch., Shamokin, Pa., since 1946.
- Hackman, Arthur A., B.S.'31, State Tchrs. Col., Millersville, Pa.; M.A.'37, Columbus Univ.; Supvg. Prin., East Hempfield Twp. Sch., Landisville, Pa., since 1937.
- Hahn, Willard S., B.S. in Arch.'32, Pa. State Col.; Partner, Wolf & Hahn, Archts., Allentown, Pa., since 1945.
- Halderman, J. Leonard, B.S.'22, Pa. State Col.; M.S.'32, Univ. of Pa.; Doctor's '45, Temple Univ.; Dist. Supt. of Springfield Twp. Sch., Del. Co., Springfield, Pa., since 1952.
- Hallman, Mildred B., Prin., Franconia Consol. Sch., Souderton, Pa.
- Hammer, Eugene L., B.S.'43, Wheaton Col.; M.A.'48, Northwestern Univ.; Prof. of Educ., Wilkes Col., Wilkes-Barre, Pa., since 1953.
- Handwork, Cora Lacey, Ph.B.'14, Dickinson Col.; M.S.'37, Univ. of Pa.; Supvg. Prin. of Sch., Birdsboro, Pa., since 1933.
- Hantley, William M., B.S.'36, State Tchrs. Col., California, Pa.; Ed.M.'38, Univ. of Pittsburgh; Supvg. Prin., Albert Gallatin Joint Sch. System, Point Marlon, Pa., since 1951.
- Hare, H. Frank, B.S. in Ed.'24, M.S. in Ed.'34, Univ. of Pittsburgh; Sc.D. in Ed. (Hon.) '44, Gettysburg Col.; Supt. of Sch., Phoenixville, Pa.
- Hartman, Allen C., B.A.'26, Ursinus Col.; Ed.M.'34, Temple Univ.; Ph.D.'47, Univ. of Pa.; Asst. Supt., Montgomery Co. Sch., Willow Grove, Pa., since 1941.
- Harriger, Guy N., B.S.'35, State Tchrs. Col., Clarion, Pa.; Litt.M.'37, Ed.D.'47, Univ. of Pittsburgh; Dir. of Curriculum and Supvg., Secondary Sch., Butler, Pa., since 1948.
- Hartman, Joseph A., B.S.'26, Grove City Col.; A.M.'37, Ph.D.'49, Univ. of Pittsburgh; Supt. of Sch., Greenville, Pa., since 1950.
- Harts, Robert E., A.B.'16, Lebanon Valley Col.; Supvg. Prin. of Sch., Palmyra, Pa., since 1927.
- Harvey, Randolph B., A.B.'31, Susquehanna Univ.; M.A.'33, New York Univ.; Supt. of Sch., Coaldale, Pa., since 1937.
- Haubert, John R., B.S.'32, Pa. State Tchrs. Col., Indiana, Pa.; Ed.M.'37, Pa. State Col.; Ed.D.'51, Temple Univ.; City Supt. of Sch., Franklin, Pa., since 1951.

PENNSYLVANIA

- Havlick, Johanna K., B.S.'40, State Tchrs. Col., West Chester, Pa.; M.Ed.'45, Temple Univ.; Elem. Prin. of Consol. Sch., Kennett Square, Pa., since 1952.
- Hayes, Lynn, M.A.'43, New York Univ.; Supvg. Prin. of Ingram Pub. Sch., Pittsburgh, Pa., since 1948.
- Hays, Jo, Diploma '18, State Tchrs. Col., Shippensburg, Pa.; A.B.'23, Pa. State Col.; Ed.M.'30, Harvard Univ.; Supvg. Prin. of Sch., State College, Pa., since 1927.
- Heston, Kenneth L., A.B.'24, Ind. Univ.; A.M.'26, Boston Univ.; Ph.D.'31, Univ. of Chicago, Richardson, Bellows, Henry and Co., Inc., Philadelphia, Pa.
- Heckman, Oliver S., B.A.'22, Lebanon Valley Col.; M.A.'26, Univ. of Ill.; Ph.D.'39, Duke Univ.; Supvg. Prin., Nesamuny Sch., Langhorne, Pa.
- Hedge, John W., Supt. of Sch., Bethlehem, Pa.
- Heintzelman, Norman H., Ed.M.'37, Temple Univ.; Supvg. Prin., Jr. H. S., Malvern, Pa., since 1935.
- Helmlinger, John D., B.A.'21, Allegheny Col.; Elem. Supvr., Stowe Twp. Pub. Sch., McKees Rocks, Pa., since 1949.
- Hendricks, Howard L., B.S.'35, State Tchrs. Col., Mansfield, Pa.; M.S.'41, Bucknell Univ.; Supvg. Prin. of Sch., Shillington, Pa., since 1952.
- Henry, Albert L., B.S.'33, State Tchrs. Col., Clarion, Pa.; M.Ed.'37, Pa. State Col.; Supvg. Prin. of Twp. Sch., Bradford, Pa., since 1948.
- Henshaw, J. Harry, B.S.'22, Grove City Col.; M.S.'32, M.S. in Ed.'33, Pa. State Col.; Supt. of Sch., Hollidaysburg, Pa., since 1946.
- Herbein, William B., Ph.B.'27, Muhlenberg Col.; M.A.'33, Univ. of Pa.; Asst. Berks Co. Supt. of Sch., Topton, Pa., since 1946.
- Hervey, E. Frances, Pres., Phila. Tchrs. Assn., Philadelphia, Pa.
- Heraog, Webster Carl, A.B.'23, Dickinson Col.; A.M.'31, Univ. of Pa.; Asst. Supt., Chester Co. Sch., West Chester, Pa., since 1934.
- Hess, Clarence E., A.B.'32, Pa. State Col.; M.Ed.'35, Univ. of Pittsburgh; Supvg. Prin., Redstone Twp. Sch., Republic, Pa., since 1934.
- Hess, Glenn C., B.S. in Ed.'37 State Tchrs. Col., Indiana, Pa.; Ed.M.'39, Ed.D.'49, Univ. of Pittsburgh; Supvg. Prin., Richland Twp. Sch. Dist., Johnstown, Pa., since 1946.
- Hetra, John, A.B.'26, Westminster Col.; M.Ed.'39, Univ. of Pittsburgh; Supt. of Sch., Farrell, Pa., since 1946.
- Hibschman, John A., B.Sc.'25, Franklin and Marshall Col.; Supvg. Prin., Lower Alsace Twp. Sch., Stony Creek Mills, Pa., since 1936.
- Hickes, Roy M., B.S.'29, State Tchrs. Col., Indiana, Pa.; M.Ed.'34, Pa. State Col.; Ed.'31, Univ. of Pittsburgh; Supt. of Sch., Carnegie, Pa., since 1951.
- Hickey, John M., B.S.'34, State Tchrs. Col., Edinboro, Pa.; Ed.M.'38, Ph.D.'45, Univ. of Pittsburgh; Supt. of Sch., Erie, Pa., since 1950.
- Hill, Leslie P., A.B.'03, M.A.'04, Harvard Univ.; Pres. Emeritus, Cheyney State Tchrs. Col., Cheyney, Pa. Address: 46 Lincoln Ave., Yeadon, Pa.
- Hinkie, Thomas L., Ph.B.'33, Muhlenberg Col.; M.S.'38, Bucknell Univ.; Supt. of Sch., Hazleton, Pa., since 1939.
- Hoch, Resgan I., A.B.'20, Franklin and Marshall Col.; A.M.'27, Bucknell Univ.; Prin., Sr. H. S., Lock Haven, Pa., since 1929.
- Hoke, Franklin L., Supvg. Prin., Sch. Dist. of Lower Moreland Twp., Huntingdon Valley, Pa.
- Holliday, John R., B.S.'35, State Tchrs. Col., California, Pa.; M.Ed.'40, Univ. of Pittsburgh; Supvg. Prin. of Joint Sch., Conneant Lake, Pa., since 1949.
- Holt, Alfred S., B.Ed.'29, Keene Tchrs. Col., Keene, N. H.; M.Ed.'39, Pa. State Col.; Prin., Pub. Serv. Inst., Dept. of Pub. Instr., Harrisburg, Pa., since 1943.
- Hood, Miller C., B.S.'41, State Tchrs. Col., Indiana, Pa.; M.Ed.'46, Univ. of Pittsburgh; Supvg. Prin., Everett Southern Joint Sch., Everett, Pa., since 1950.
- Hooker, Clifford P., Ed.D.'53, Ind. Univ.; Prof. of Educ. Admin., Univ. of Pittsburgh, Pittsburgh, Pa., since 1953.
- Hornbeck, James Wilford, M.A.'35, Washington and Jefferson Col.; Supvg. Prin., Plum Twp. Sch., Unity, Pa., since 1950.
- Horaman, Ralph D., B.S.'29, M.Ed.'34, Ph.D.'40, Univ. of Pittsburgh; Dist. Supt. of Sch., Mt. Lebanon, Pittsburgh, Pa., since 1946.
- Hostetler, Bernard S., B.S. in Ed.'33, State Tchrs. Col., California, Pa.; Supvr. of Elem. Educ., Central City, Pa., since 1952.
- Hottenstein, Gerald G., B.S.'38, Albright Col.; M.S. in Ed.'43, Univ. of Pa., Admin. Asst. to Montgomery Co. Supt. of Sch., Norristown, Pa., since 1952.
- Houk, Dale W., A.B.'24, Park Col.; M.A.'33, Ed.D.'40, Univ. of Pittsburgh; Pres., State Tchrs. Col., Slippery Rock, Pa., since 1946.
- Houseal, George M., B.S.'35, Milleraville State Tchrs. Col.; M.S.'41, Temple Univ.; Prin., Harrison Jr. H. S., Lebanon, Pa., since 1951.
- Hoyer, Louia P., M.S.'35, Temple Univ.; LL.D.'48, Drexel Inst. of Tech.; D.S.'49, Temple Univ.; LL.D.'49, Gettysburg Col.; Supt. of Sch., Philadelphia, Pa., since 1943.
- Hudson, Doosid B., A.B.'35, Juniata Col.; A.M.'41, Duke Univ.; Supvg. Prin. of Sch., Union City, Pa., since 1951.
- Hudson, J. H., B.S.'23, Geneva Col.; M.Ed.'35, Univ. of Pittsburgh; Supvg. Prin. of Sch., Mars, Pa., since 1935.
- Hughes, James, B.S.'25, A.M.'34, Univ. of Pittsburgh; Westmoreland Co. Supt. of Sch., Greensburg, Pa., since 1950.
- Hughes, M. V., A.B.'32, Susquehanna Univ.; A.M.'37, New York Univ.; Supvg. Prin. of Sch., Plains, Pa., since 1934.
- Hughes, Ralph C., B.S.'20, Univ. of Chicago, Ed.M.'31, Univ. of Pittsburgh; Supvg. Prin. of Sch., Turtle Creek, Pa., since 1948.
- Hughes, Ray O., A.B.'00, Brown Univ.; A.M.'24, Univ. of Pittsburgh; L.H.D.'41, Brown Univ. Address: 5517 Beverly Pl., Pittsburgh, Pa.
- Hulton, John G., A.B.'18, Franklin Col.; M.Ed.'38, Univ. of Pittsburgh; LL.D.'44, St. Vincent Col.; Supt. of Sch., Lstrobe, Pa., since 1929.

- Hummer, William R., B.S.'46, West Chester State Tchrs. Col., Pa.; M.S.'48, Univ. of Pa.; Supvg. Prin., Lower Providence Twp. Sch. Dist., Norristown, Pa.
- Hurley, Paul F., B.S.'48, Pa. State Tchrs. Col., Shippensburg; M.Ed.'51, Pa. State Col.; Supvg. Prin., Green Park Union Sch. Dist., Loysville, Pa., since 1952.
- Husted, Inez M., M.A.'35, Ed.D.'39, Tchrs. Col., Columbia Univ.; Co. Supvr. of Special Educ., Wilkes-Barre, Pa., since 1939.
- Idleman, Hillia K., Ph.B.'31, Brown Univ.; M.A.'39, Tchrs. Col., Columbia Univ.; Supt. of Radnor Twp. Sch., Wayne, Pa., since 1953.
- Illick, Montford E., B.S.'23, Lafayette Col.; M.A.'35, Lehigh Univ.; Supvg. Prin. of Sch., Hellertown, Pa., since 1928.
- Ingraham, William W., B.S.'43, State Tchrs. Col., Lock Haven, Pa.; M.A.'49, Rutgers Univ.; Aast. Regional Supt., Yardley, Pa., since 1949.
- Ingram, Evan W., A.B.'20, Bucknell Univ.; M.Ed.'39, Univ. of Pittsburgh; First Assoc. Supt. of Sch., in chg. of Instr., Pittsburgh, Pa., since 1946.
- Irons, Harold S., B.S. in Ed.'18, Ohio Univ.; M.A.'33, Ohio State Univ.; D.Ed.'42, Univ. of Pittsburgh; Supvg. Prin. of Sch., Sewickley, Pa., since 1943.
- Jacks, Thomaas A., Ph.B.'27, Muhlenberg Col.; M.A.'34, Tchrs. Col., Columbia Univ.; Prin., Harrison Morton Jr. H. S., Allentown, Pa., since 1946.
- Jacques, L. Eugene, B.A.'37, M.Ed.'41, D.Ed.'52, Univ. of Pittsburgh; Supvg. Prin., Jersey Shore Borough Sch., Jersey Shore, Pa., since 1952.
- Jewell, Ralph H., B.A.'29, Pa. State Col.; M.Ed.'39, Univ. of Pittsburgh; Supt. of Sch., Midland, Pa., since 1942.
- Johnston, David A., B.S.'29, Franklin and Marshall Col.; M.A. in Ed.'33, Cornell Univ.; Supt. of Springfield Twp. Sch., Chestnut Hill, Philadelphia, Pa., since 1953.
- Johnston, Ernest Milton, B.S.'25, Grove City Col.; M.A.'32, Univ. of Pittsburgh; Supvg. Prin. of Sch., Ebensburg, Pa., since 1929.
- Johnston, G. W., B.S.'29, Geneva Col.; Supvg. Prin., Shenango Twp. Sch. Dist., New Castle, Pa., since 1932.
- Jones, Charles S., B.S.'29, Bucknell Univ.; M.S.'43, Univ. of Pa.; Supvg. Prin., Hatboro Sch. Dist., Hatboro, Pa., since 1952.
- Jones, Clifford Vinton, B.S.'36, Pa. State Tchrs. Col., Edinboro; M.Ed.'51, Univ. of Pittsburgh; Supvg. Prin. of Area Joint Sch. Dist., Port Allegheny, Pa., since 1953.
- Jones, D. Paul, A.B.'29, Washington and Jefferson Col.; Ed.M.'36, Univ. of Pittsburgh; Supvg. Prin., Forest Hills Jr. H. S., Pittsburgh, Pa., since 1940.
- Jones, Henry S., M.A.'35, Bucknell Univ.; Supt. of Sch., Plymouth, Pa., since 1926.
- Jones, James Turner, B.S. in Ed.'37, M.Ed.'40, Temple Univ.; Supvg. Prin. of West Pottsgrove Twp. Sch. Dist., Stowe, Pa., since 1947.
- Jones, Lloyd M., A.B.'22, Univ. of Wichita; M.A.'27, Ph.D.'35, Columbia Univ.; Prof. of Physical Educ., Pa. State Cnl., State College, Pa., since 1940.
- Judy, Byron R., M.Ed.'35, Pa. State Col.; Supvg. Prin., West Fallowfield Twp. Sch., Cochransville, Pa., since 1927.
- Kealy, Sister M. Eugenia, Ph.D.'30, Catholic Univ. of America; Pres., Marywood Col., Scranton, Pa., since 1949.
- Kearney, Walter A., B.S.'34, M.Ed.'41, Pa. State Col.; Dir. of Educ. Placement, Sch. of Educ., Pa. State Col., State College, Pa., since 1949.
- Keat, Donald B., B.S.'22, Lafayette Col.; M.A.'33, Lehigh Univ.; Supt., Borough Sch. Dist., Bangor, Pa., since 1951.
- Keefauver, Lloyd C., A.B.'15, A.M.'24, Sc.D. (Hnn.)'45, Gettysburg Col.; Dist. Supt. of Borough Sch., Gettysburg, Pa., since 1926.
- Keffer, (Mrs.) Sadie R., Secy., Sch. Bd., Clairton H. S., Clairton, Pa.
- Kehrli, Edwin H., M.A.'28, Columbia Univ.; Co. Supt. of Sch., Tunkhannock, Pa., since 1934.
- Keim, Edwin B., B.S.'34, State Tchrs. Col., West Chester, Pa.; M.S.'40, D.Ed.'51, Univ. of Pa.; Prin. Jr.-Sr. H. S., Kennett Square, Pa.
- Keim, Merle L., A.B.'27, Dickinson Col.; A.M.'32, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Annville, Pa., since 1951.
- Keller, Lloyd G., B.S.'28, Albright Col.; M.Ed.'39, Pa. State Col.; Supvg. Prin., Hyndman-Londonderry Joint Sch., Hyndman, Pa., since 1935.
- Kelly, Thomas J., Ed.D.'51, Univ. of Pittsburgh; Supvg. Prin. of Sch., Pitcairn, Pa., since 1951.
- Kennedy, John B., Ph.B.'22, Dickinson Col.; M.A.'30, Bucknell Univ.; Supt. of Sch., Kingston, Pa., since 1942.
- Kerl, Jules J., B.S.'26, New York Univ.; M.A.'30, Columbia Univ.; Supvg. Prin. of Sch., Forest City, Pa., since 1925.
- Kerschner, Elam E., A.B.'23, A.M.'32, Univ. of Pa.; Supvg. Prin. of Sch., Ambler, Pa., 1935-53. Address: 321 Euclid Ave., Ambler, Pa.
- Kessler, Mabel G., B.S.'21, M.A.'23, Ph.D.'27, Univ. of Pa.; Montgomery Co. Supvr. of Special Educ., Norristown, Pa., since 1947.
- Ketler, Frank C., A.B.'11, Grove City Col.; A.M.'29, Ph.D.'31, Tchrs. Col., Columbia Univ.; Supt. of Cheltenham Twp. Sch., Elkins Park, Philadelphia, Pa., since 1932.
- Kindred, Leslie W., A.B.'28, A.M.'34, Ph.D.'38, Univ. of Mich.; Prof. of Educ., Temple Univ., Philadelphia, Pa., since 1940.
- Kirkpatrick, George W. R., A.B.'26, Ursinus Col.; M.A.'32, Univ. of Pa.; Prin., Jr. H. S., Bala-Cynwyd, Pa., since 1939.
- Kline, LeRoy J., A.B.'22, Franklin and Marshall Col.; A.M.'29, Univ. of Pa.; D.Ed.'43, Pa. State Col.; Supvg. Prin. of Sch., Camp Hill, Pa., since 1936.
- Klinger, Wayne A., Diploma '30, B.S. in Elem. Ed.'41, Pa. State Tchrs. Col., West Chester; M.Ed.'47, Temple Univ.; Supvg. Prin. of Sch., Aldan, Pa., since 1945.
- Klmmwer, Henry, B.S.'15, M.A.'20, Univ. of Pa.; Pd.D.'36, Ursinus Col.; D.F.A.'50, Moore Inst. of Art, Science and Indus.; L.L.D.'51, Waynesburg Col.; Dir., Tchrs. Educ. and Certification, State Dept. of Pub. Instr., Harrisburg, Pa., since 1920.
- Knch, Carl R., M.A.'36, New York Univ.; Supt. of Sch., Mechanicsburg, Pa.

PENNSYLVANIA

- Koch, Raymond H., A.B.'28, Lebanon Valley Col.; M.A.'34, Univ. of Pittsburgh, Supt. of Sch., Hershey, Pa., since 1942.
- Kolpien, Maurice E., B.S.'26, Allegheny Col.; M.Ed.'36, Harvard Univ.; Co Supt of Sch., Erie, Pa., since 1941.
- Koopman, Philip U., A.B.'31, Central Mich. Col. of Educ.; A.M.'32, Univ. of Mich.; Ed.D.'41, Columbia Univ., Supt. of Lower Merion Sch., Ardmore, Pa., since 1952.
- Kopp, John W., B.S.'29, Albright Col.; M.A.'36, New York Univ.; D.Ed.'51, Pa. State Col., Adviser, Sec. Educ., Dept. of Pub. Instr., Harrisburg, Pa., since 1953.
- Kost, Michael R., Secy., Braddock Hills Sch. Dist., Braddock, Pa.
- Kovar, Dan R., B.S.'22, M.A.'29, Ph.D.'39, Univ. of Pittsburgh; Prin., Uniontown Joint H. S., Uniontown, Pa., since 1953.
- Kramer, Frank H., B.A.'14, Gettysburg Col.; A.M.'16, Ph.D.'20, Univ. of Pa.; Prof. of Educ., Gettysburg Col., Gettysburg, Pa., since 1921.
- Kuhnert, Raymond E., A.B.'28, Lebanon Valley Col., A.M.'37, New York Univ.; Supvg. Prin. of Dallas-Franklin Twp. Sch., Dallas, Pa., since 1941.
- Kulp, Dan B., B.S.'23, Ursinus Col.; M.A.'31, Univ. of Pa., Supvg. Prin. of Sch., Red Lion, Pa., since 1944.
- Kurtz, John R., B.S.'16, Bucknell Univ.; Supt. of Sch., Vandergrift, Pa., since 1952.
- Kurtz, M. J., Ed.M.'49, Univ. of Pittsburgh; Supvg. Prin. of Twp. Sch. Dist., Derry, Pa., since 1953.
- Kurtz, Paul, A.B.'29, Juniata Col.; M.Ed.'36, Pa. State Col.; Asst. Supt., Blair Co. Sch., Hollidaysburg, Pa., since 1943.
- Kurtz, Ray A., B.S.'32, Elizabethtown Col.; M.S.'39, Pa. State Col.; Supvg. Prin., South Lebanon Twp. Sch., Lebanon, Pa., since 1945.
- Kurtz, Stanley M., Ph.B.'24, Muhlenberg Col.; M.A.'29, Univ. of Pa., Supvg. Prin., Upper Perkiomen Joint Sch., East Greenville, Pa., since 1952.
- Kushma, John J., B.S.'38, State Tchrs. Col., Bloomsburg, Pa.; M.S.'42, Temple Univ.; Supvr. Prin. of Sch., Clifton Heights, Pa., since 1950.
- Kutz, William C., A.B.'24, Franklin and Marshall Col.; A.M.'28, Tchrs. Col., Columbia Univ.; Ed.D.'47, Pa. State Col.; Supvg. Prin. of Sch., West Lawn, Pa., since 1935.
- Land, S. Lewis, B.S.'22, George Peabody Col. for Tchrs.; M.S.'25, Univ. of Wis.; Ph.D.'31, New York Univ., Dir., Voc. Tchr. Educ., Pa. State Col., State College, Pa., since 1946.
- Landis, Robert C., Diploma '10, Keystone Tchrs. Col.; Ph.B.'18, Muhlenberg Col.; M.A.'29, Univ. of Pa.; Supt. of Sch., Conshohocken, Pa., since 1926.
- Landis, Stanley K., M.S. in Ed.'47, Univ. of Pa.; Asst. Chester Co. Supt. of Sch., West Chester, Pa., since 1950.
- Landis, William H., Jr., B.S.'28, Washington and Jefferson Col.; M.Ed.'39, Univ. of Pittsburgh; Supvg. Prin. of Derry Borough Sch., Derry, Pa., since 1947.
- Lathrop, Cecil D., B.S.'33, State Tchrs. Col., Mansfield, Pa.; M.Ed.'38, Pa. State Col.; Supvg. Prin., Dimock-Springville Jt. Sch., Dimock, Pa., since 1944.
- Lauer, John Edwards, B.S.'30, Franklin and Marshall Col.; M.A.'37, New York Univ.; Supt. of Sch., Lansford, Pa., since 1938.
- LeCron, Wilbur R., M.A.'28, Univ. of Pittsburgh; Ed.D.'38, Pa. State Col.; Supt. of Sch., Ashland, Pa., since 1942.
- Leech, Carl G., A.B.'07, Franklin and Marshall Col.; A.M.'10, Ph.D.'32, Univ. of Pa.; Delaware Co. Supt. of Sch., Media, Pa., since 1925.
- Leogel, D. H. H., Diploma '17, State Tchrs. Col., Kutztown, Pa.; B.S.'25, Muhlenberg Col.; Ed.M.'30, Harvard Univ.; Supt. of Sch., Pottsville, Pa., since 1949.
- Liggitt, Earle O., B.S.'17, Muskingum Col.; A.M.'27, Ph.D.'42, Univ. of Pittsburgh; Dist. Supt. of Sch., Munhall, Pa., since 1938.
- Liggitt, William A., A.B.'39, Col. of Wooster; M.Litt.'41, Ph.D.'50, Univ. of Pittsburgh; Dean of Men, State Tchrs. Col., Kutztown, Pa., since 1951.
- Lightfritz, L. A., Prin. of Pub. Sch., Ellwood City, Pa.
- Lindsay, James L., Supvg. Prin. of Sch., Shinglehouse, Potter, Pa.
- Linton, John H., A.B.'25, Ohio Wesleyan Univ.; M.A.'32, Univ. of Pittsburgh; Supt. Penn Twp. Sch., Pittsburgh, Pa., since 1946.
- Lissfelt, Elmer A., A.B.'27, A.M.'30, Univ. of Pittsburgh; A.M.'31, Univ. of Pa.; Supvg. Prin., Upper Moreland Twp. Sch. Dist., Willow Grove, Pa., since 1947.
- Little, Marsy C., B.S.'28, Gettysburg Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Supt. of Sch., Waynesboro, Pa., since 1945.
- Litts, John C., B.S.'34, State Tchrs. Col., East Stroudsburg, Pa.; M.S.'37, Bucknell Univ.; Monroe Co. Supt. of Sch., Stroudsburg, Pa., since 1945.
- Lloyd, N. Verner, B.S. in Sec. Ed.'34, Ind. State Tchrs. Col.; M.Ed.Adm.'48, Univ. of Pittsburgh; Supvg. Prin. of Sch., South Greensburg, Pa., since 1952.
- Lloyd, R. Todd, A.B.'28, Geneva Col.; M.Ed.'41, Univ. of Pittsburgh; Supt. of Sch., Shippensburg, Pa.
- Logan, Arthur P., Secy., Bus. Mgr., Pub. Sch., Erie, Pa., since 1949.
- Long, Charles D., Sr., M.S. in Ed.'36, Temple Univ.; Asst. Supt. of Sch., Chester, Pa., since 1950.
- Long, Charles M., A.B.'32, Tarkio Col.; A.M.'38, Colo. State Col. of Educ., Greeley; Dept. of Educ., Pa. State Col., State College, Pa.
- Long, Clarence M., B.S.'31, State Tchrs. Col., California, Pa.; M.A.'34, D.Ed.'42, Univ. of Pittsburgh, Dir. of Lab. Sch. and Tchr. Tr. and Placement, State Tchrs. Col., Slippery Rock, Pa., since 1950.
- Loog, Edwin B., A.B.'19, Dickinson Col.; A.M.'25, Tchrs. Col., Columbia Univ.; Ed.D.'44, Pa. State Col., Supt. of Bellevue Sch., Pittsburgh, Pa.
- Louden, Mary Virginia, B.S.'22, Univ. of Pittsburgh; M.A.'28, Columbia Univ.; Dir., Special Educ. and Testing, McKeesport, Pa., since 1949.
- Low, Luther W., A.B.'39, Washington-Jefferson Col.; M.Ed.'47, Univ. of Buffalo; Supvg. Prin. of Jt. Consol. Sch., West Middlesex, Pa., since 1948.

- McAndrew, Mary B., B.A.'23, Marywood Col.; M.A.'36, Columbia Univ.; Supt. of Sch., Carbondale, Pa., since 1934.
- McCleary, Eugene E., Prin., Glenside Weldon Jr. H. S., Glenside, Pa.
- McClymonds, Joseph A., B.S.'34, Pa. State Tchrs. Col., Slippery Rock; Ed.M.'38, Ed.D.'48, Univ. of Pittsburgh; Asst. Dir. of Laboratory Sch., State Tchrs. Col., Slippery Rock, Pa., since 1951.
- McCollum, Thomas G., Jr., B.S. in E.E.'24, Pa. State Col.; M.Ed.'36, Temple Univ.; Supvg. Prin. of Sch., East Lansdowne, Pa., since 1949.
- McComb, Max H., B.S. in Ed.'49, State Tchrs. Col., Clarion, Pa.; M.S. in Ed.'52, Temple Univ.; Supvg. Prin. of Sch., Warrington, Bucks Co., Pa., since 1952.
- McCormick, George A., A.B.'26, Muskingum Col.; M.Ed.'34, D.Ed.'46, Univ. of Pittsburgh; Dist. Supt. of Sch., Pottstown, Pa.
- McCracken, Theo O., Litt.B.'25, Grove City Col.; M.Ed.'46, Pa. State Col.; Supvg. Prin., Turnpike Sch. System, Mildred, Pa.
- McDonald, J. S., Supvg. Prin., South Fayette Twp. Sch., Morgan, Pa.
- McDonald, Samuel E., B.S.'29, M.A.'35, Univ. of Pittsburgh; Supt. of Sch., Coatesville, Pa., since 1950.
- McFadden, Elton, B.S.'31, State Tchrs. Col., Slippery Rock, Pa.; M.E.'42, Univ. of Pittsburgh; Supvg. Prin., Neville Twp. Sch., Pittsburgh, Pa., since 1943.
- McHail, Vincent W., A.B.'28, A.M.'35, Bucknell Univ.; Prin., Joint Sr. H. S., Mt. Carmel, Pa., since 1934.
- McKee, Margaret G., B.S.'29, M.A.'33, Univ. of Pittsburgh; Asst. Co. Supt. of Sch., Pittsburgh, Pa., since 1942.
- McKee, William B., B.S.'40, State Tchrs. Col., Slippery Rock, Pa.; Master's '44, Univ. of Pittsburgh; Supvg. Prin., Wesleyville Pub. Sch., Wesleyville, Pa., since 1943.
- McKelvey, Eugene M., M.Ed.'40, Univ. of Pittsburgh; Asst. Westmoreland Co. Supt. of Sch., Greensburg, Pa., since 1947.
- McLean, David S., B.S.'31, M.A.'33, Columbia Univ.; Supt. of Sch., Radnor Twp., Wayne, Pa., until 1953.
- McMahon, C. Joseph, B.S.'35, M.Ed.'38, Univ. of Pittsburgh; Supt. of Sch., Braddock, Pa., since 1947.
- McMillan, Chandler B., B.S.'30, Grove City Col.; M.S.'36, Pa. State Col.; D.Ed.'48, Univ. of Pittsburgh; Supt. of Sch., Beaver, Pa., since 1950.
- McMullen, J. Willard, A.B.'21, Univ. of Del.; M.A.'35, Univ. of Pa.; Supvg. Prin. of Sch., Oxford, Pa., since 1923.
- McNerney, Chester T., B.S.'39, M.S.'45, Ph.D., Ind. Univ.; Assoc. Prof. of Educ., Pa. State Col., State College, Pa.
- McNichols, Richard F., B.A.'21, M.A.'23, Mount St. Mary's Col. (Md.); Supt. of Sch., Scranton, Pa., since 1952.
- McNitt, Ernest B., B.C.S.'35, M.Ed.'41, Univ. of Pittsburgh; Supt. of Sch., New Brighton, Pa., since 1943.
- Mack, Melvin G., B.S.'34, Franklin and Marshall Col.; M.S. in Ed.'45, Univ. of Pa.; Supvg. Prin., Palisades Joint Schs., Pleasant Valley, Bucks Co., Pa., since 1944.
- Madden, Neil S., A.B.'42, Grove City Col.; M.Ed.'50, Univ. of Pittsburgh; Prin., Rice Ave. Union H. S., Girard, Pa., since 1952.
- Magill, Frank, A.B.'22, Juniata Col.; Co. Supt. of Sch., Huntingdon, Pa., since 1946.
- Maher, (Rev.) Robert J., B.A.'33, M.A.'35, St. Vincent Col.; Supt. of Parochial Sch., Diocese of Harrisburg, Columbia, Pa., since 1947.
- Malin, T. M., B.S.'25, Pa. State Col.; Area Adviser, Voc. Agrl., York, Pa., since 1937.
- Manwiler, Charles E., M.A.'27, Ph.D.'34, Univ. of Pittsburgh; Dir. of Research, Pub. Sch., Pittsburgh, Pa., since 1940.
- Marsh, Paul N., B.S.'26, Pa. State Col.; M.Ed.'36, Univ. of Pittsburgh; Supt. of Pub. Sch., Ford City, Pa., since 1950.
- Marshall, Loyal S., A.B.'15, Geneva Col.; Supvg. Prin. of Sch., Springdale, Pa., since 1922.
- Martin, August, B.S.'25, Muhlenberg Col.; M.S.'31, Pa. State Col.; Supvg. Prin. of Sch., West Hazleton, Pa., since 1936.
- Martin, J. A., B.S.'18, Pa. State Col.; M.A.'36, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Shavertown, Pa., since 1932.
- Mast, J. Earl, B.S. in Ed.'31, State Tchrs. Col., Millersville, Pa.; M.E.'38, Temple Univ.; Supvg. Prin. of Twp. Sch., Luma, Pa., since 1941.
- Mathewson, Clinton A., A.B.'30, M.A.'33, Washington and Jefferson Col.; Supt. of Sch., Canonsburg, Pa., since 1938.
- Maxwell, Charles Frederick, A.B.'09, Lafayette Col.; M.A.'34, Univ. of Pittsburgh, Ed.D.'41, Wash. and Jefferson Col.; Co. Supt. of Sch., Greensburg, Pa., 1930-50 (retired). Address: 525 Plymouth St., Greensburg, Pa.
- Maxwell, Paul L., B.S.'26, Grove City Col.; Ed.M.'40, Univ. of Pittsburgh; Supt., Crafton Boro Sch., Pittsburgh, Pa., since 1951.
- Maynard, John W., B.S. in Ed.'31, Pa. State Tchrs. Col., Mansfield, M.Ed.'42, Temple Univ.; Supvg. Prin., Trainer Sch., Chester, Pa., since 1943.
- Means, William J., B.S.'38, Calif. State Tchrs. Col.; M.Ed.'41, Univ. of Pittsburgh; Prin., North Union Twp. H. S., Umontown, Pa., since 1945.
- Meisberger, D. T., A.B.'30, Susquehanna Univ.; M.A.'35, Bucknell Univ.; Supt. of Coal Twp. Sch., Shamokin, Pa., since 1940.
- Metcalfe, Charles O., B.S.'30, Ursinus Col.; M.S. in Ed.'36, Univ. of Pa.; Supvg. Prin., Bellwood-Antis Sch., Bellwood, Pa., since 1952.
- Metzgar, James H., B.S. in Ed.'31, Univ. of Pittsburgh; Supvg. Prin., Salem Twp. Sch., Slickville, Pa., since 1936.
- Metzner, William, M.S. in Ed.'41, Temple Univ.; Prin., John B. Stetson Jr. H. S., Philadelphia, Pa., since 1952.
- Meyer, Nathan G., A.B.'22, Elizabethtown Col.; A.M.'28, Tchrs. Col., Columbia Univ.; Ed.D.'40, New York Univ.; Dir., Student Tchg. and Placement, State Tchrs. Col., East Stroudsburg, Pa.
- Michener, Howard A., B.S. in Ed.'37, Ursinus Col.; M.Ed.'48, Temple Univ.; Supvg. Prin. of Limerick Twp. Sch., Royersford, Pa., since 1948.

PENNSYLVANIA

- Miller, Frank M., A.B.'27, Pa. State Col.; M.A.'31, Stanford Univ.; Ph.D.'42, Univ. of Pittsburgh; Asst. Supt. of Sch., Erie, Pa., since 1950
- Miller, Franklin A., B.S.'25, M.S.'31, Ph.D.'48, Univ. of Pittsburgh; Assoc. Prof. of Educ., Pa. State Col., State College, Pa., since 1949.
- Miller, Fred E., B.S.'30, State Tchrs. Col., Clarion, Pa., M.Ed.'49, Univ. of Pittsburgh; Supvg. Prin., Union Joint Sch., Rimersburg, Pa., since 1941.
- Miller, Frederic K., A.B.'29, Lebanon Valley Col.; M.A.'31, Ph.D.'48, Univ. of Pa.; Pres., Lebanon Valley Col., Annville, Pa., since 1951.
- Miller, Homer F., B.S.'35, Clarion State Tchrs. Col.; Ed.M.'49, St. Bonaventure Univ.; Supvg. Prin., Foster Twp. Sch., Bradford, Pa., since 1951
- Miller, Kenneth W., B.S.'33, State Tchrs. Col., California, Pa., M.E.'40, Univ. of Pittsburgh, Supt. of Area Joint Sch. Dist., Bellefonte, Pa., since 1949.
- Miller, Norman, B.S.'25, Ed.M.'28, Harvard Univ.; Ed.D.'46, New York Univ.; Supt. of Sch., Tyrona, Pa., since 1939.
- Miller, Walter Daniel, B.S. in Ed.'29, State Tchrs. Col., Lock Haven, Pa., M.Ed.'47, Temple Univ.; Supvg. Prin. of Twp. Sch., Bristol, Pa., since 1948.
- Miller, William P., B.A.'32, Col. of Wooster; B.S.'34, Ohio State Univ., M.S.'50, Univ. of Pittsburgh; Supvg. Prin., Burgettstown-Smith Twp. Joint Sch. Dist., Burgettstown, Pa., since 1951.
- Milliette, Earl B., Bd. of Educ., Philadelphia, Pa.
- Mitman, T. O., A.B.'10, Lafayette Col.; Supvg. Prin. of Sch., Mauch Chunk, Pa., since 1935.
- Moll, Clarence R., B.S.'34, Ed.M.'37, Temple Univ.; L.H.D. (Hon.) '49, Pa. Military Col.; Dean of Admissions and Student Personnel and Prof. of Educ., Pa. Military Col., Chester, Pa., since 1947.
- Montgomery, W. Walter, B.S.'27, Waynesburg Col.; Ed.M.'38, Univ. of Pittsburgh; Supvg. Prin. of Borough Sch., Waynesburg, Pa., since 1946
- Moore, Dale H., B.A.'22, M.A.'23, McGill Univ.; B.D.'25, Congregational Col., Montreal; D.Th.'32, United Theol. Col., Montreal; L.L.D.'47, Franklin and Marshall Col.; D.Sc.Ed.'47, Lafayette Col.; Pres., Cedar Crest Col., Allentown, Pa., since 1942
- Moore, Harry H., B.S.'31, Pa. State Col.; M.Ed.'34, Ed.D.'50, Univ. of Pittsburgh; Supvg. Prin. of Bethel Borough Sch., Library, Pa., since 1953.
- Moore, J. Layton, A.B.'23, Wesleyan Univ.; Supvg. Prin. of Sch., Ridley Park, Pa., since 1927.
- Morgan, Hugh C., A.B.'15, Dickinson Col.; A.M.'20, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Avon Grove Sch., West Grove, Pa., since 1930.
- Morrison, S. F. W., A.B.'18, Lebanon Valley Col.; M.A.'27, Columbia Univ.; Supt. of Sch., Clearfield, Pa., since 1931.
- Morrow, J. Andrew, Co. Supt. of Sch., Towanda, Pa., since 1922.
- Moser, William G., M.A.'46, Lehigh Univ.; Asst. Supvg. Prin., Upper Perkiomen Joint Sch., Pennsburg, Pa., since 1952.
- Mowla, J. Nelson, B.S. in Ed.'24, Kent State Univ.; A.M.'28, Ph.D.'37, Univ. of Pittsburgh; Supt. of Sch., Grove City, Pa., since 1946.
- Mowrey, Raymond G., Pd.D.'44, Lebanon Valley Col.; Co. Supt. of Sch., Chambersburg, Pa., since 1934.
- Mowrey, Roger C., B.S. in Ed.'32, Pa. State Tchrs. Col., Shippensburg; M.Ed.'39, Pa. State Col.; Supvg. Prin. of Merged Sch., Quincy, Pa., since 1945.
- Muir, (Mrs.) Josephine Mang, A.B.'29, Pa. Col. for Women; M.Ed.'39, Univ. of Pittsburgh; Supvg. Prin. of Sch., East McKeesport, Pa., since 1949.
- Musmanno, Neal V., B.A.'36, Pa. State Col.; M.Ed.'52, Univ. of Pittsburgh; Prin., Stowe H. S., McKees Rocks, Pa., since 1949.
- Musser, Cleon M., B.S. in Ed.'25, Lebanon Valley Col.; M.A.'33, Washington and Jefferson Col.; M.Ed.'44, Univ. of Pittsburgh; Supt. of Sch., Sharon, Pa., since 1944.
- Mutch, Heber R., A.B.'23, Lebanon Valley Col.; M.Ed.'48, Temple Univ.; Supvg. Prin., Southern Jt. Sch. Dist., Glen Rock, Pa., since 1951.
- Myers, C. Randall, B.S.'40, State Tchrs. Col., Slippery Rock, Pa.; M.Ed.'44, Univ. of Pittsburgh; Supvg. Prin. of Indiana Twp. Sch., Pittsburgh, Pa., since 1945.
- Myers, Edward T., B.S. in Ed.'23, Temple Univ.; M.S.'28, Ph.D.'30, Univ. of Pa.; Diet. Supt. of Sch., Philadelphia, Pa., since 1946.
- Myers, F. Lee, A.B.'30, Juniata Col.; M.Ed.'38, Pa. State Col.; Supvg. Prin., Freeport Area Joint Sch., Freeport, Pa., since 1947.
- Mylin, Arthur P., Ph.B.'12, Ph.D.'33, Franklin and Marshall Col.; Co. Supt. of Sch., Lancaster, Pa., since 1922.
- Nagle, Arthur J., Ph.B.'25, Muhlenberg Col.; M.A.'35, Columbia Univ.; Asst. Supt. of Sch. in chg. of Sec. Educ., Allentown, Pa., since 1952.
- Naah, James B., B.S.'30, State Tchrs. Col., Kutztown, Pa.; M.Ed.'38, Pa. State Col.; Supvg. Prin. of Twp. Sch., Pottsville, Pa., since 1935.
- Neagle, Roas Linn, B.S. in Ed.'29, State Tchrs. Col., Shippensburg, Pa.; M.A.'33, Columbia Univ.; Ed.D.'38, Temple Univ.; Prof. of Educ., Temple Univ., Philadelphia, Pa., since 1949.
- Nelson, Arnold C., B.S. in Ed.'27, Pa. State Col.; M.S. in Ed.'33, Univ. of Ill.; Dist. Supt. of Sch., Ridgway, Pa., since 1935.
- Nelson, Arthur Theodore, B.Ed.'46, R. I. Col. of Educ.; M.A.'49, Trinity Col.; Ed.D.'53, Tchrs. Col., Columbia Univ.; Assoc. Educ. Serv. Bureau, Temple Univ., Philadelphia, Pa., since 1953.
- Newcomer, J. Carman, A.B.'17, Juniata Col.; Supt. of German Twp. Sch., McClintown, Pa., since 1934.
- Neyhart, Amos Earl, B.S. in Indus. Eng.'21, M.S.'34, Pa. State Col.; Admin. Head, Inst. of Pub. Safety, Pa. State Col., State College, Pa., since 1938.
- Nietz, John A., A.B.'14, Ohio Northern Univ.; M.A.'19, Ohio State Univ.; Ph.D.'33, Univ. of Chicago; Prof. of Educ., Univ. of Pittsburgh, Pittsburgh, Pa., since 1926.

- Nitrauer, Harvey L., A.B.'28, M.A.'40, Lebanon Valley Col.; Supvg. Prin. of Sch., Myerstown, Pa., since 1946.
- Nitrauer, W. E., A.B.'25, Lebanon Valley Col.; A.M.'30, Columbia Univ.; Supvg. Prin. of Manheim Twp. Sch., Neffsville, Pa., since 1942.
- Noble, William E., B.A.'23, M.A.'29, Washington and Jefferson Col.; Ph.D.'45, Univ. of Pittsburgh; Supvg. Prin. of Sch., Claysville, Pa., since 1931.
- Noonan, Joseph Francis, Pd.B.'12, Pd.M.'13, State Tchrs. Col., Millersville, Pa.; Ph.B.'23, Muhlenberg Col.; A.M.'25, Ph.D.'26, New York Univ.; Pres., State Tchrs. Col., East Stroudsburg, Pa., since 1939.
- Norris, Clarence T., B.A.'37, Pa. State Col.; M.Ed.'42, Univ. of Pittsburgh; Co. Supt. of Sch., Tarentum, Pa.
- Norton, Warren P., A.B.'15, Brown Univ.; A.M.'23, Tchrs. Col., Columbia Univ.; Supt. of Sch., Meadville, Pa., since 1928.
- Nusbaum, Louis, B.S.'08, Ped.D.'30, Temple Univ.; Pres., Philadelphia Pub. Sch. Retired Employees' Assn., Philadelphia, Pa., since 1947.
- O'Malley, J. Francis, B.A.'32, M.A.'38, St. Bonaventure Univ.; Ph.D.'53, Univ. of Pittsburgh; Supvg. Prin. of Area Joint Sch., Emporium, Pa., since 1946.
- Orr, Gerald R., Supvg. Prin. of Sch., New Kensington, Pa.
- Ott, Arthur R., B.S.'23, Franklin and Marshall Col.; M.Ed.'37, Temple Univ.; Prin., Manheim Twp. H. S., Neffsville, Pa., since 1942.
- Ovslew, Leon, M.A.'47, Ed.D.'52, Tchrs. Col., Columbia Univ.; Lecturer on Educ., Sch. of Educ., Univ. of Pa., Philadelphia, Pa., since 1952.
- Owens, Ralph Dornfeld, B.A.'05, Northwestern Col.; M.A.'11, Harvard Univ.; Ph.D.'22, Univ. of Wis.; Prof. of Educ., Graduate Div., Tchrs. Col., Temple Univ., Philadelphia, Pa., since 1925.
- Parkes, George H., Ed.D.'39, Pa. State Col.; Supt. of Sch., Williamsport, Pa., since 1952.
- Patterson, David Finley, B.S.'32, M.S.'34, Univ. of Pa.; Viceprin., Mastbaum Voc. Tech. Sch., Philadelphia, Pa., since 1942.
- Paynter, William Robert, A.B.'30, Pa. State Col.; M.Ed.'37, Univ. of Pittsburgh; Supvg. Prin. of Baldwin Twp. Sch., Pittsburgh, Pa., since 1951.
- Pearce, Milton O., B.S.'25, M.S.'29, Temple Univ.; Supt. of Sch. Dist. 7, Marshall Sch., Philadelphia, Pa., since 1950.
- Pearsall, Carl C., B.S.'24, M.A.'26, Univ. of Pittsburgh; Supt. of Irwin-North Huntingdon Twp. Sch., Irwin, Pa., since 1934.
- Pebley, Harry E., A.B.'17, Thiel Col.; M.Ed.'35, Univ. of Pittsburgh; Supt. of Sch., Sharpsville, Pa., since 1927.
- Pegg, Harold J., A.B.'25, Gettysburg Col.; M.A.'34, Univ. of Wash.; Prin., Theodore Roosevelt Jr. H. S., Altoona, Pa., since 1938.
- Perry, Edgar C., B.S.'23, Pa. State Col.; M.A.'29, Univ. of Pa.; Ed.D.'52, Univ. of Pittsburgh; Supt. of Sch., Indiana, Pa., since 1938.
- Phillips, Raymond V., A.B.'34, Iowa State Tchrs. Col.; M.Ed.'49, Temple Univ.; Asst. Dir., Tchrs. Placement Bur., Temple Univ., Philadelphia, Pa., since 1948.
- Pollock, Ben R., B.S.'41, Pa. State Col.; M.S. in Ed.'50, Bucknell Univ.; Supvg. Prin. of Joint Sch., Benton, Columbia Co., Pa., since 1952.
- Potter, William Matthew, B.A.'33, M.Ed.'46, Ph.D.'48, Univ. of Pittsburgh; Supt., Wilkinsburg Sch. Dist., Pittsburgh, Pa., since 1950.
- Pownall, Harry V., B.S.'32, State Tchrs. Col., Millersville, Pa.; M.S.'43, Temple Univ.; Supvg. Prin., Salisbury Twp. Sch., Gap, Pa., since 1943.
- Preisler, Kenneth L., A.B.'25, Susquehanna Univ.; A.M.'35, Bucknell Univ.; Supt. of Sch., Columbia, Pa., since 1942.
- Prestwood, E. L., A.B.'29, Columbia Univ.; M.A.'39, Lehigh Univ.; Ed.D.'51, Columbia Univ.; Asst. Supt., Lower Merion Twp. Sch., Ardmore, Pa., since 1953.
- Prettyman, Milman E., B.S.'26, Univ. of Del.; M.S.'35, Univ. of Pa.; Supvg. Prin. of Kennett Consol. Sch., Kennett Square, Pa., since 1952.
- Prutzman, Stuart E., B.A.'23, Pa. State Col.; M.A.'29, Columbia Univ.; Co. Supt. of Sch., Mauch Chunk, Pa.
- Puderbaugh, J. Frank, A.B.'17, Dickinson Col.; M.A.'27, Columbia Univ.; Supt. of Sch., Lock Haven, Pa., since 1929.
- Puff, Clinton M., A.B.'26, Maryville Col.; Ed.M.'32, Ph.D.'50, Univ. of Pittsburgh; Supt. of Sch., Scottsdale, Pa., since 1942.
- Quackenbush, Everett A., B.S.'07, St. Lawrence Univ.; Dir., Bureau of Sch. Admin., State Dept. of Pub. Instr., Harrisburg, Pa., since 1940.
- Quigley, Joseph S., A.B.'18, Pa. State Col.; Ed.M.'41, Univ. of Pittsburgh; Asst. Supvg. Prin. of Sch., Brackenridges, Pa., since 1951.
- Quivey, G. M., A.B.'31, M.A.'36, Univ. of Pittsburgh; Supt. of Cecil Twp. Sch., Canonsburg, Pa.
- Ramage, Olsta, A.B.'30, M.A.'32, Univ. of Calif., Berkeley; Admin. Asst., Central Del. Co. Joint Sch., Media, Pa., since 1953.
- Ramsey, V. P., Supvg. Prin., Patton Twp. Sch. Dist., Turtle Creek, Pa.
- Ranck, A. Norman, A.B.'27, Franklin and Marshall Col.; M.Ed.'37, Temple Univ.; Supvg. Prin., Manor Twp. and Millersville Borough Sch., Millersville, Pa., since 1943.
- Rank, Allen W., A.B.'21, Princeton Univ.; M.A.'33, Columbia Univ.; Supvg. Prin. of Sch., Wyomissing, Pa., since 1948.
- Rannels, Emilie, A.B.'20, Ohio Univ.; M.S.W.'36, Univ. of Pa.; Asst. Dir., Div. of Pupil Personnel and Counseling, Bd. of Educ., Philadelphia, Pa., since 1942.
- Reed, Margaret, A.B.'13, Wellesley Col.; A.M.'25, Columbia Univ.; Prin., William Penn H. S., Philadelphia, Pa., since 1950.
- Reese, James E., B.S.'36, Ursinus Col.; M.A. in Ed.'49, Lehigh Univ.; Prin. of Central Jr. H. S., Allentown, Pa., since 1951.
- Reilly, (Rev.) Edward M., Diocesan Supt. of Sch., Philadelphia, Pa.
- Reist, Norman I., B.S.'21, Ottawa Univ.; M.A.'26, Univ. of Kansas; Supvg. Prin. of Sch., Wilmerding, Pa., since 1937.
- Reiter, M. R., A.B.'27, Muhlenberg Col.; M.S.'39, Univ. of Pa.; Supt. of Sch., Morrisville, Pa., since 1940.

PENNSYLVANIA

- Remaley, J. W. Crane, A.B.'27, Ph.D.'35, Univ. of Pittsburgh; M.S.'31, Pa. State Col.; Assoc. Prof. of Educ., Pa. State Col., State College, Pa., since 1949.
- Reynolds, O. Edgar, Diploma '14, Ill. State Normal Univ.; A.B.'16, Univ. of Ill.; M.A.'17, Ph.D.'27, Columbia Univ. Address: 430 E. Main St., Annville, Pa.
- Rhodes, Harry K., B.S.'39, State Tchrs. Col., Edinboro, Pa.; Supvg. Prin., Lawrence Park Sch. Dist., Erie, Pa., since 1933.
- Rice, Ralph Samuel, B.Sc.'25, M.Sc.'30, D.Ed.'35, Pa. State Col., Supvg. Prin. of North Hills Joint Schs., West View, Pittsburgh, Pa., since 1948.
- Richards, E. P., Supvg. Prin. of Sch., Green Ridge, Pa.
- Rickenbach, Mary E., B.S.'26, M.A.'31, Tchrs. Col., Columbia Univ., Dean of Women, State Tchrs. Col., Kutztown, Pa., since 1938.
- Rickert, Glennis H., A.B.'22, Susquehanna Univ., M.A.'28, Tchrs. Col., Columbia Univ.; Supt. of Sch., Kane, Pa., since 1932.
- Riegle, H. Edgar, A.B.'31, Gettysburg Col.; M.E.'50, Pa. State Col.; Asst. Co. Supt. of Sch., York, Pa., since 1950.
- Riffle, Harry B., M.Ed.'38, Pa. State Col.; Asst. Supt. of Payette Co. Sch., Uniontown, Pa., since 1942.
- Ritenour, Walter M., A.B.'29, M.Ed.'39, Univ. of Pittsburgh, Prin. of Sr. H. S., McKees Rocks, Pa., since 1948.
- Roberts, Henry E., B.S.'29, Pa. State Col.; Ed.M.'39, Univ. of Pittsburgh; Supvg. Prin., Scott Twp. Sch., Allegheny Co. Carnegie, Pa., since 1945.
- Roberts, Stephen W., A.B.'27, Broadus Univ.; B.S.'32, Bucknell Univ.; M.A.'35, N. Y. Univ., Headmaster, Perkiomen Sch., Pennsylvania, Pa., since 1931.
- Rockey, H. S., Supvg. Prin. of Sch., Brookville, Pa.
- Roddy, Joseph Stockton, Jr., B.S.'32, M.S.'34, Univ. of Pa.; Supvg. Prin. of Sch., Narberth, Pa., since 1951.
- Rodemeyer, William Edward, B.S.'34, Geneva Col., Ed.M.'48, Univ. of Pittsburgh; Supvg. Prin. of Sch., Zelenople, Pa., since 1947.
- Roeder, J. N., A.B.'17, Franklin and Marshall Col., A.M.'23, Tchrs. Col., Columbia Univ.; Ph.D.'33, New York Univ.; Supt. of Sch., Palmerton, Pa., since 1926.
- Rogers, R. C., M.A.'29, New York Univ.; Supvg. Prin., Shaler Twp. Sch., Glenshaw, Pa., since 1931.
- Rohrbach, Quincy A. W., A.B.'22, Franklin and Marshall Col., A.M.'24, Ph.D.'25, Univ. of Pa., LL.D.'34, Univ. of Pittsburgh, Pres., State Tchrs. Col., Kutztown, Pa., since 1934.
- Romoto, Albert R., B.A.'33, Washington and Jefferson Col.; M.E.'42, Univ. of Pittsburgh, Supvg. Prin., East Deer-Frazier Union Sch., Creighton, Pa., since 1949.
- Rosenkrance, Robert A., A.B.'27, Wheaton Col., Ill., M.A.'40, Tchrs. Col., Columbia Univ., Supvg. Prin. of Sch., West Reading, Pa., since 1950.
- Ross, Albert William, B.S.'32, Albright Col.; M.A.'41, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Joint Sch. Dist., Kulpmont, Pa., since 1943.
- Roth, Samuel S., B.S., H.Ed.'28, State Tchrs. Col., Slippery Rock, Pa.; B.S.'32, M.S.'34, Duquesne Univ.; Supvg. Prin. of Twp. Sch., McKees Rocks, Pa., since 1949.
- *Rowland, Albert Lindsay, A.B.'08, Temple Univ.; M.A.'11, Ph.D.'14, Univ. of Pa. Address: 10 Surrey Rd., Oak Lane, Philadelphia 26, Pa.
- Ruby, C. Clinton, A.B.'34, Gettysburg Col.; Supvg. Prin., Central Joint Sch. System, York, Pa., since 1949.
- Ruhl, Harry S., A.B.'27, Bucknell Univ.; M.A.'36, Univ. of Pittsburgh; Supvg. Prin. of Sch., Danville, Pa., since 1952.
- Rushin, Andrew E., A.B.'28, Susquehanna Univ.; M.A.'34, New York Univ.; Luzerne Co. Asst. Supt. of Sch., Wilkes-Barre, Pa., since 1946.
- Rushin, William E., B.S.'31, Susquehanna Univ.; M.A.'34, New York Univ.; Dist. Supt. of Sch., Glen Lyon, Pa., since 1946.
- Ryder, Paul T., B.S. in Ed.'32, Univ. of Pa.; M.A.'34, Pa. State Col.; Asst. Wayne Co. Supt. of Sch., Honesdale, Pa., since 1949.
- Saul, Marie A., A.B.'26, Carnegie Inst. of Tech.; M.A.'32, Univ. of Pittsburgh; Assoc. Supt. of Elem. Educ., Pittsburgh, Pa., since 1945.
- Sauvain, Welter Howard, A.B.'24, Univ. of N. Dak.; A.M.'25, Ph.D.'34, Columbia Univ.; Acting Head, Dept. of Educ., Bucknell Univ., Lewisburg, Pa., since 1933.
- Savage, Edward H., B.S.'33, Pa. State Tchrs. Col., California; M.Ed.'38, Univ. of Pittsburgh; Supvg. Prin. of Twp. Sch., Uniontown, Pa., since 1937.
- Sawyer, W. C., "Tom", B.A.'20, Univ. of Redlands, M.A.'24, Univ. of Chicago; Dir., Awards Programs, Freedoms Foundation, Valley Forge, Pa., since 1950.
- Saylor, Charles F., B.A.'27, M.A.'31, Univ. of Pittsburgh; Supt. of Sch., Jeannette, Pa., since 1931.
- Saylor, Clyde T., Chester Co. Supt. of Sch., West Chester, Pa.
- Schaffer, Anna M., Assoc. Supvg. Prin., North Allegheny Joint Sch., Pittsburgh, Pa.
- Schlegel, Albert G. W., B.A.'20, Moravian Col.; M.A.'27, Ed.D.'35, Pa. State Col.; Dist. Supt. of Sch., Milton, Pa., since 1950.
- Schmehl, Kermit H., Ph.B.'25, Muhlenberg Col.; M.S.'37, Univ. of Pa.; Prin., Muhlenberg Twp. H. S., Laureldale, Pa., since 1946.
- Schricker, John A., B.S.'34, M.Ed.'37, Univ. of Pittsburgh; Supvg. Prin., Butler Twp. Sch. Dist., Butler, Pa., since 1950.
- Seavers, Gilmore B., B.S. in Ed.'38, State Tchrs. Col., Shippensburg, Pa.; M.Ed.'46, Duke Univ.; Supvr. Prin., Cumberland Valley Joint Sch., Mechanicsburg, Pa., since 1952.
- Sebring, Walter H., B.S.'27, Pa. State Col.; M.A.'48, Lehigh Univ.; Asst. Supt. of Monroe Co. Sch., Stroudsburg, Pa., since 1948.
- Seegers, J. Conrad, A.B.'13, Litt.D.'40, Muhlenberg Col.; A.M.'16, Columbia Univ.; Ph.D.'30, Univ. of Pa.; Pres., Muhlenberg Col., Allentown, Pa., since 1953.

- Shafer, Robert K., B.S.'36, Pa. State Tchrs. Col., Kutatown; M.A.'39, N. Y. Univ.; Supt. of Bensalem Twp. Sch. Dist., Bucks Co., Cornwell Heights, Pa., since 1952.
- Shaffer, Clarence C., A.B.'22, Princeton Univ.; M.A.'29, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Stonycreek Twp. Sch., Shanksville, Pa., since 1946.
- Shaffer, Sanford B., Supvg. Prin. of Wilkinsburg Sch., Pittsburgh, Pa.
- Shankweiler, James F., M.S.'48, Univ. of Pa.; Supvg. Prin. of Sch., Womelsdorf, Pa., since 1950.
- Shearer, Charles J., B.S. in Ed.'31, Susquehanna Univ.; Ed.M.'50, Temple Univ.; Supvg. Prin., Lower Gwynedd Twp. Sch., Spring House, Pa., since 1952.
- Sheely, W. Edward, A.B.'28, Franklin and Marshall Col.; M.Ed.'45, Pa. State Col.; Supt. of Pub. Sch., Hanover, Pa., since 1950.
- Shenk, Harry W., A.B.'27, Dickinson Col.; A.M.'33, Gettysburg Col.; Ed.D.'52, Pa. State Col.; Supvg. Prin. of Area Joint Sch., Dallastown, Pa., since 1953.
- Sherman, C. A., B.S.'33, State Tchrs. Col., Slippery Rock, Pa.; Ed.M.'36, Ed.D.'44, Univ. of Pittsburgh; Supvg. Prin. of Sch., Aspinwall, Pa., since 1944.
- Shetlock, William, Ph.B.'17, Muhlenberg Col.; M.A.'22, Columbia Univ.; Supvg. Prin. of Sch., Copley, Pa., since 1916.
- Sbimko, Michael J., A.B.'31, Scranton Univ.; M.A.'50, Bucknell Univ.; Supvg. Prin., Larksville, Kingston, Pa., since 1949.
- Shoop, Arthur R., A.B.'38, Gettysburg Col.; M.Ed.'49, Pa. State Col.; Supvg. Prin., Lower Paxton Twp. Sch. Dist., Harrisburg, Pa., since 1951.
- Showalter, Addison H., A.B.'19, A.M.'20, Franklin and Marshall Col.; A.M. in Ed.'22, Univ. of Pa.; Supt. of Sch., Chester, Pa., since 1950.
- Shupe, Thomas R., B.S.'32, Grove City Col.; M.Ed.'42, Univ. of Pittsburgh; Prin. of Brentwood Jr.-Sr. H. S., Pittsburgh, Pa., since 1953.
- Simpson, R. Leslie, B.S.'35, Westminster Col.; M.Ed.'39, Univ. of Pittsburgh; Supvg. Prin. of Sch., Blairsville, Pa., since 1950.
- Singleton, J. Robert, B.S. in Ec.'38, Franklin and Marshall Col.; M.Ed.'49, Temple Univ.; Supvg. Prin. of Shippensville-Elk Joint Sch., Shippensville, Pa., since 1950.
- Slater, Paul R., A.B.'25, Geneva Col.; M.Ed.'39, Ed.D.'50, Univ. of Pittsburgh; Supt., Brentwood Borough Sch., Pittsburgh, Pa., since 1952.
- Smith, Charles C., A.B.'12, Lebanon Valley Col.; A.M.'19, Columbia Univ.; Supt. of Sch., Bridgeport, Pa., since 1932.
- Smith, Dale M., B.S.'34, State Tchrs. Col., Lock Haven, Pa.; M.Ed.'50, Pa. State Col.; Supvg. Prin., Valley Twp. Sch., Coatesville, Pa., since 1951.
- Smith, David L., B.S.'43, State Tchrs. Col., Lock Haven, Pa.; M.Ed.'46, Univ. of Pittsburgh; Supvg. Prin., Adams-Sumnerbill Joint Sch., Sidman, Pa., since 1947.
- Smith, Harvey A., A.B.'14, Franklin and Marshall Col.; A.M.'22, Univ. of Pa.; Ph.D.'30, Columbia Univ.; Supt. of Sch., Lancaster, Pa., since 1938.
- Smith, J. Edward, A.B.'27, Geneva Col.; A.M.'30, Ed.D.'42, Univ. of Pittsburgh; Regional Supt. of Central Bucks Co. Joint Sch., Doylestown, Pa.
- Smith, John, Supt. of Sch., Nanticoke, Pa., since 1950.
- Smith, Lawrence D., A.B.'26, Geneva Col.; M.A.'34, Ph.D.'43, Univ. of Pittsburgh; Supt. of Sch., Beaver Falls, Pa., since 1948.
- Smith, Ralph C., A.B.'30, Pa. State Col.; M.Ed.'35, Bucknell Univ.; Asst. Supt., Lyncmng Co. Pub. Sch., Williamsport, Pa., since 1952.
- Smith, Ralph Richards, B.S. in Ed.'24, M.A.'27, Univ. of Pa.; Supt. of Sch., Lansdale, Pa., since 1926.
- Snively, Donald L., B.S. in Ed.'37, State Tchrs. Col., Shippensburg, Pa.; M.S. in Ed.'41, Univ. of Pa.; Supvg. Prin. of Sch., Upper Providence Twp., Media, Pa., since 1947.
- Snok, James S., B.S. in Ed.'30, State Tchrs. Col., Shippensburg, Pa.; M.A.'38, D.Ed.'44, Univ. of Pittsburgh; Asst. Supt. of Sch., Allegheny Co., Pittsburgh, Pa., since 1946.
- Snyder, G. Gilbert, B.S.'27, Pa. State Col.; Supvg. Prin. of Sch., Robesonia, Pa., since 1928.
- Snyder, H. Austin, B.S. in Ed.'32, State Tchrs. Col., Mansfield, Pa.; M.Ed.'35, Pa. State Col.; Supt. of Borough Sch., Sayre, Pa., since 1946.
- Snyder, Jesse H., A.B.'29, Susquehanna Univ.; M.Ed.'41, Pa. State Col.; Perry Co. Supt. of Sch., New Bloomfield, Pa., since 1952.
- Snyder, Lewis N., A.B.'16, Gettysburg Col.; A.M.'24, Univ. of Pa.; Ed.D.'47, Temple Univ.; Supvg. Prin. of Sch., Perkasio and Sellersville, Pa., since 1929.
- Snyder, Warren P., B.S.'20, Muhlenberg Col.; M.S.'32, Temple Univ.; Supt. of Sch., Bristol, Pa., since 1936.
- Spaid, G. Marlin, B.A.'30, Susquehanna Univ.; M.S. in Ed.'40, Cornell Univ.; Supvg. Prin., Warwick Union Sch. Dist., Lititz, Pa., since 1953.
- Spancake, Fred Arthur, M.Ed.'48, Pa. State Col.; Supvg. Prin. of Logan Twp. Sch., Altona, Pa., since 1947.
- Speg, William M., A.B.'33, Lebanon Univ.; M.A.'34, Columbia Univ.; Supvg. Prin., Susquehanna Twp. Sch. Dist., Harrisburg, Pa., since 1951.
- Spittler, Franklin C., B.A.'34, Pa. State Col.; M.Ed.'38, Temple Univ.; Elem. Supvr., Baldwin Twp. Sch., Pittsburgh, Pa.
- Sporck, Stephen, Prin. of Pub. Sch., McKees Rocks, Pa.
- Sproul, C. D., B.S.'32, Juniata Col.; M.Ed.'38, Pa. State Col.; Supvg. Prin. of Sch., Bedford, Pa., since 1948.
- Squier, Lester B., B.S.'30, State Tchrs. Col., Mansfield, Pa.; M.Ed.'35, Pa. State Col.; Supvg. Prin., Twp. Sch., Lehman, Pa., since 1948.
- Squires, Howard G., Ed.D.'47, Univ. of Pittsburgh; Supt. of Sch., Ambridge, Pa., since 1950.
- Stabley, Elwood C., A.B.'24, Lebanon Valley Col.; M.A.'31, Univ. of Pa.; Supvg. Prin. of Sch., Unionville, Pa., since 1936.

PENNSYLVANIA

- Stapleton, R. B., B.S.'14, Bucknell Univ.; M.A.'30, Columbia Univ.; Supt. of Sch., Tamaqua, Pa., since 1948.
- Starr, James G., B.S.'27, Lebanon Valley Col., M.S.'38, Univ. of Pa.; Asst. Co. Supt. of Sch., Lebanon, Pa., since 1951.
- Stauffer, Carryl E., B.S.'29, Franklin and Marshall Col.; M.A.'37, Columbia Univ.; Supvg. Prin., Warwick Sch. Dist., Elverston, R.D. 1, Pa.
- Stauffer, Charles J., B.S.'31, Albright Col.; M.Ed.'36, Pa. State Col.; Supt. of Boro Sch., Shenandoah, Pa., since 1951.
- Steckel, A. D., Ph.B.'26, Muhlenberg Col.; M.A.'35, Univ. of Pa.; Supvg. Prin. of Sch., Sinking Spring, Pa., since 1933.
- Stengle, F. E., A.M.'30, Lebanon Valley Col.; A.M.'33, Univ. of Pa.; Supt. of Sch., Collingdale, Pa., since 1934.
- Stetson, G. Arthur, B.S.'19, Allegheny Col.; M.A.'27, Tchr. Col., Columbia Univ.; D.Ed.'41, Univ. of Pittsburgh; Supt. of Sch., West Chester, Pa., since 1938.
- Stevens, Elmer S., B.S.'41, Pa. State Tchrs. Col., Mansfield; M.S.'47, Univ. of Pa., Supvg. Prin. of Whitpain Twp. Sch. Dist., Blue Bell, Pa., since 1951.
- Stewart, David H., B.S.'15, Pa. State Col.; A.M.'25, Columbia Univ.; Ph.D.'35, Univ. of Pittsburgh, Supt. of Sch., Dormont, Pittsburgh, Pa., since 1936.
- Stewart, Howard S., B.S.'32, Ed.M.'38, Ed.D.'52, Univ. of Pittsburgh; Supvr. of Elem. Grades, Butler, Pa., since 1948.
- Stock, L. V., M.S.'31, Gettysburg Col.; Supvg. Prin., Upper Adams Joint Sch. Dist., Biglerville, Pa., since 1937.
- Stons, Paul L., B.S. in Ed.'40, State Tchrs. Col., Shippensburg, Pa.; M.Ed.'47, Univ. of Pittsburgh; Supvg. Prin., Big Spring Joint Sch. System, Newville, Pa., since 1952.
- Storer, Charles S., M.Ed.'37, Univ. of Pittsburgh; Dist. Supvg. Prin. of Sch., Elizabeth, Pa., since 1942.
- Stoudt, Eugene P., B.S.'29, Albright Col.; Ed.M.'47, Ed.D.'51, Temple Univ.; Asst. Supt. of Berks Co. Sch., Reading, Pa., since 1953.
- Stover, Kermis M., B.S. in Ed.'33, Pa. State Tchrs. Col., Lock Haven; M.Ed.'37, Duke Univ.; Supvg. Prin. of South Middleton Twp. Sch. Dist., Boiling Springs, Pa., since 1948.
- Strattan, J. Maurice, B.S. in Ed.'31, M.Ed.'34, Temple Univ.; Ed.D.'49, Univ. of Pa.; Supt. Tredyffrin-Easttown Sch. Dist., Berwyn, Pa., since 1952.
- Strine, Huber D., A.B.'20, Lebanon Valley Col.; A.M.'24, Columbia Univ.; Supvg. Prin., Spring Garden Twp. Sch., York, Pa., since 1938.
- Stuempfle, Ernest H., B.S.'26, Susquehanna Univ.; M.Ed.'41, Pa. State Col.; Supvg. Prin. of Joint Sch., Meyerdale, Pa., since 1944.
- Sukel, Andrew S., B.A.'28, Washington and Jefferson Col.; M.A.'39, Pa. State Col.; Supt. of Pub. Sch., Donora, Pa., since 1950.
- Swan, Ralph C., B.S.'31, Pa. State Tchrs. Col., Shippensburg; M.Ed.'36, Pa. State Col.; Deputy Supt., Dept. of Pub. Instr., Harrisburg, Pa., since 1953.
- Swank, Paul A., B.S.'33, Susquehanna Univ.; M.Ed.'39, Temple Univ.; Prin., Shamokin Area Joint Jr.-Sr. H. S., Shamokio, Pa., since 1952.
- Swartz, David L., B.A.'37, Juniata Col.; M.Ed.'40, Pa. State Col.; Dist. Supt. of Sch., Carlisle, Pa.
- Swartz, Harvey E., A.B.'21, A.M.'23, Franklin and Marshall Col.; Co. Supt. of Sch., York, Pa., since 1938.
- Sweitzer, Ralph L., B.S.'28, Grove City Col.; M.S.'37, Pa. State Col.; Supvg. Prin., Otto Twp. Sch. Dist., Duke Center, Pa., since 1945.
- Swinehart, George B., A.B.'15, Ursinus Col.; M.S.'41, Univ. of Pa.; Supvg. Prin. of Sch., Boyertown, Pa., since 1917.
- Swope, Charles S., A.B.'25, Dickinson Col.; A.M.'31, Univ. of Pa.; Pd.D.'41, Dickinson Col.; Pres., State Tchrs. Col., West Chester, Pa., since 1935.
- *Tanger, Frederick E., B.S.'34, State Tchrs. Col., Millersville, Pa.; M.A.'36, Ed.D.'51, Tchrs. Col., Columbia Univ.; Supt. of Borough Sch. Dist., Media, Pa., since 1950.
- Taughinbaugh, Arthur G., Elem. Supvr., Cheswick, Pa.
- Taylor, George E., B.S.'38, State Tchrs. Col., Mansfield, Pa.; M.S.'47, Bucknell Univ.; Supvg. Prin. of Sch., Harveys Lake, Pa., since 1945.
- Templin, R. J. W., Se B.'16, A.M.'19, Bucknell Univ.; Supt. of Sch., West Pittston, Pa., since 1923.
- Tennyson, Harry L., B.S.'26, Wash. and Jefferson Col.; M.A.'33, Tchrs. Col., Columbia Univ.; Ed.D.'49, Univ. of Southern Calif.; Supt. of Sch., Lehighton, Pa., since 1951.
- Teter, E. S., Luzerna Co. Supt. of Sch., Wilket-Barre, Pa.
- Thomas, Harold Prescott, B.S.'20, Colgate Univ.; Ed.M.'25, Ed.D.'32, Harvard Univ.; Head, Dept. of Educ., since 1932, Dir. of Summer Sessions since 1935, and Dir., Genl. Col., Lehigh Univ., Bethlehem, Pa., since 1942.
- Thomas, Maurice J., B.A.'25, Univ. of Wash.; M.A.'26, Ed.D.'43, Columbia Univ.; Prof. of Educ., Univ. of Pittsburgh, Pittsburgh, Pa., since 1948.
- Thomas, Victor P., Jr., B.S.'30, M.Ed.'37, Univ. of Pittsburgh; Supvg. Prin. of Sch., Bessemer, Pa., since 1948.
- Thompson, Donald C., B.S.'33, Grove City Col.; M.Ed.'39, Pa. State Col.; Supvg. Prin. of Area Sch., Albion, Pa., since 1941.
- Todd, G. Raymond, B.S.'31, Ursinus Col.; Ed.M.'36, Temple Univ.; Supvg. Prin., Lower Saucon Twp. Sch., Bethlehem, Pa., since 1950.
- Tollinger, William P., A.B.'27, Swarthmore Col.; M.A.'30, Univ. of Pa.; Supt. of Wilcox Borough Sch., Easton, Pa., since 1946.
- Trabue, M. R., B.A.'11, Northwestern Univ.; M.A.'14, Ph.D.'15, Columbia Univ.; Dean, Sch. of Educ., Pa. State Col., State College, Pa., since 1937.
- Tracy, Edward, Ph.B.'34, Brown Univ.; M.A.'43, Harvard Univ.; Supt. of Sch., Easton, Pa., since 1953.

- Trevaskis, John L., A.B.'30, Westminster Col.; M.Ed.'36, Univ. of Pittsburgh; Supvg. Prin. of Castle Shannon Sch., Pittsburgh, Pa., since 1947.
- Truby, Charlotte C., M.A.'28, Univ. of Pittsburgh; Prin., Lemington Elem. Sch., Pittsburgh, Pa., since 1932.
- Turek, J. Arthur, M. in Adm.'46, Univ. of Pittsburgh; Supvg. Prin. of Union Twp. Sch., New Castle, Pa., since 1946.
- Turnbull, (Mrs.) Margaret Allen, B.S.'45, M.Ed.'47, Univ. of Pittsburgh; Supvg. Prin. of Sch., Fair Oaks, Pa., since 1947.
- Tyson, John H., Diploma '12, State Tchrs. Col., West Chester, Pa.; B.S. in Ed.'20, M.A.'22, Univ. of Pa.; Supt. of Twp. Sch., Upper Darby, Pa., since 1943.
- *Ulrich, Foster G., A.B.'30, Lebanon Valley Col.; M.Ed.'40, Temple Univ.; Co. Supt. of Sch., Lebanon, Pa.
- Ungemach, Dena D., B.S., A.M., Univ. of Pa.; Head, Science Dept., Overbrook Sr. H. S., Philadelphia, Pa.
- Varnum, Paul L., M.Ed.'39, Univ. of Pittsburgh; Supvg. Prin. of East Washington Sch., Washington, Pa., since 1953.
- Veltri, John B., B.S. in Ed.'32, Duquesne Univ.; M.S. in Ed.'37, Univ. of Pittsburgh; Supvg. Prin. of Sch., Sharpsburg, Pa., since 1940.
- Waldman, John L., Ed.D.'30, Temple Univ.; Assoc. Supt. of Pub. Sch., Philadelphia, Pa., since 1950.
- Walker, Paul H., M.Ed.'42, Univ. of Pittsburgh; Supt. of Dunbar Twp. Sch., Leisnering, Pa., since 1950.
- Wallace, Donovan C., A.B.'24, Olivet Col.; M.A.'28, Columbia Univ.; Prin. of Sch., Perkasia, Pa.
- Watkins, Thomas W., A.B.'31, Dickinson Col.; A.M.'42, Lehigh Univ.; Supvg. Prin. of Sch., Coopersburg, Pa., since 1937.
- Watts, Curtis McClure, B.S.'21, M.S.'34, Pa. State Col.; Supvg. Prin., Penns Valley Area Joint Sch., Spring Mills, Pa., since 1952.
- Weast, Harry P., Ed.D.'53, Univ. of Pittsburgh; Supt. of Sch., Minersville, Pa., since 1953.
- Weaver, Martin E., B.A.'29, M.A. in Ed.'38, Univ. of Pittsburgh; Supvg. Prin. of Snowden Twp. Sch., Library, Pa., since 1944.
- Weaver, W. Donald, B.S.'30, Grove City Col.; M.Ed.'37, Pa. State Col.; Supt. of Sandy Twp. Sch., DuBois, Pa., since 1942.
- Webster, Wayne C., B.S. in Ed.'30, State Tchrs. Col., Mansfield, Pa.; M.Ed.'35, Pa. State Col.; Susquehanna Co. Supt. of Sch., Montrose, Pa., since 1946.
- Weikert, Nelson Jacob, B.S.'30, Gettysburg Col.; M.Ed.'50, Pa. State Col.; Supvg. Prin., Bald Eagle Area Joint Sch., Howard, Pa., since 1952.
- Weiss, Emalyn R., A.B.'31, Goucher Col.; M.A.'33, Univ. of Pa.; Co. Supvr. of Special Educ., Reading, Pa., since 1941.
- Welch, Carl F., B.S.'34, State Tchrs. Col., Edinboro, Pa.; M.Ed.'41, Univ. of Pittsburgh; Supvg. Prin., Joint Consol. Sch., Stoneboro, Pa., since 1947.
- Wenger, Ethel M. B., M.A.'34, Univ. of Pa.; Consultant, Div. of Special Educ., State Dept. of Pub. Instr., Harrisburg, Pa., since 1952.
- Wenger, Henry, M.S.'39, Univ. of Pa.; Supvg. Prin. of Sch., Fredericksburg, Pa., since 1932.
- Wentz, Howard A., B.S. in Ed.'29, Lebanon Valley Col.; M.Ed.'43, Temple Univ.; Supvg. Prin. of Sch., Wallingford, Pa., since 1942.
- Werley, Marvin O., Ph.B.'31, Muhlenberg Col.; M.S. in Ed.'36, Univ. of Pa.; Supvg. Prin. of Sch., Pine Grove, Pa., since 1947.
- Wetter, Allen H., B.S. in Ed.'21, M.S. in Ed.'29, Temple Univ.; Asst. to the Supt. of Sch. in charge of Sch.-Community Relations, Bd. of Educ., Philadelphia, Pa., since 1946.
- Wetzel, Jacob F., A.B.'25, A.M.'30, Susquehanna Univ.; Asst. Supt. of Centre Co. Sch., Bellefonte, Pa., since 1952. Address: 228 N. Willow Ave., Centre Hall, Pa.
- Whipple, Carl E., B.S.'25, M.S.'30, Pa. State Col.; Ed.D.'40, Univ. of Pittsburgh; Supt. of Sch., Warren, Pa., since 1949.
- White, Charles L., Ed.M.'36, Univ. of Pittsburgh; Supvg. Prin., Hopewell-Independence Raccoon Joint Sch. Dist., Aliquippa, Pa., since 1948.
- Whitney, Nelle R., Supvg. Prin. of Sch., Jefferson, Pa.
- Wick, Charles V., M.S. in Ed.'38, Univ. of Pittsburgh; Supvg. Prin., Richland Twp. Sch., Gibsonia, Pa., since 1946.
- Wiley, Roy William, B.S.'18, Grove City Col.; M.A.'28, Ed.D.'38, Univ. of Pittsburgh; Supt. of Sch., Johnstown, Pa., since 1946.
- Willamsee, John T., Jr., B.S.'24, Bucknell Univ.; M.S.'32, Penn State Col.; Supvg. Prin. of Dist. Sch., Canton, Pa., since 1942.
- Williams, David E., A.B.'29, Westminster Col., Pa.; M.Ed.'47, Univ. of Pittsburgh; Supvg. Prin., Kennedy Twp. Sch., McKees Rocks, Pa., since 1946.
- Williams, Russell L., B.S. in Ed.'34, Lebanon Valley Col.; M.S. in Ed.'39, Bucknell Univ.; Supvg. Prin. of Sch., Prospect Park, Pa., since 1945.
- Williams, Thomas Stuart, B.S.'21, M.A.'37, Bucknell Univ.; Supvg. Prin. of Sch., Luzerne, Pa., since 1934.
- Williamson, LaRue C., A.B.'31, M.Ed.'36, Pa. State Col.; Supvg. Prin., Muncy, Muncy Creek Union Sch. Dist., Muncy, Pa., since 1949.
- Wills, Merlin Vincent, A.B.'27, M.A.'30, Univ. of Pittsburgh; Asst. Supt., Westmoreland Co. Sch., Greensburg, Pa., since 1950.
- Wilson, James S., B.S.'26, Grove City Col.; M.E.'35, Univ. of Pittsburgh; Supvg. Prin., Millcreek Sch. Dist., Erie, Pa., since 1942.
- Wilson, Lytle Murray, B.S.'27, Bucknell Univ.; M.A.'31, Univ. of Pittsburgh; Supt. of Sch., Aliquippa, Pa., since 1937.
- Wilson, Roy D., B.S.'40, Juniata Col.; M.Ed.'46, Pa. State Col.; Supvg. Prin., Burnham-Derry Joint Sch., Yeagertown, Pa., since 1952.
- Witmeyer, Paul E., A.B.'15, Lebanon Valley Col.; M.A.'23, Columbia Univ.; Ed.D.'38, New York Univ.; Ped.D.'45, Lebanon Valley Col.; Prof. of Educ., Bucknell Univ., Lewisburg, Pa., since 1952.

PENNSYLVANIA

Wolcott, W. B., Jr., A.B.'27, M.A.'29, Princeton Univ.; Ph.D.'46, Univ. of Pa.; Dir. of Sec. Educ., Girard Col., Philadelphia, Pa., since 1949.

Wolfe, Josephine B., B.S. in Ed.'42, Pa. State Col.; M.Ed.'47, Temple Univ.; Supvr. of Elem. Educ., Springfield, Pa., since 1950.

Wylie, Clarence C., Supvg. Prin. of Sch., Ligonier, Pa.

Yeager, Howard J., B.A.'11, Franklin and Marshall Col.; M.A.'23, Lehigh Univ.; Supt. of Sch. Emmaus, Pa., since 1930.

Yeager, William A., A.B.'14, Ursinus Col.; A.M.'18, Ph.D.'29, Univ. of Pa.; Prof. of Educ. and Dir. of Courses in Sch. Admin., Univ. of Pittsburgh, Pittsburgh, Pa., since 1934.

Yeich, Edwin B., A.B.'20, Franklin and Marshall Col.; A.M.'25, Univ. of Pa.; Prin. of H. S., West Reading, Pa., since 1928.

Yoakam, Gerald A., B.A.'10, M.A.'19, Ph.D.'22, State Univ. of Iowa; Prof. of Educ. and Dir. of Courses in Elem. Educ., Univ. of Pittsburgh, Pittsburgh, Pa., since 1923.

Yozviak, Michael H., Supvg. Prin., Hanover Twp. Pub. Sch., Wilkes-Barre, Pa.

Zahn, D. Willard, B.S. in Ed.'22, M.S. in Ed.'30, Temple Univ.; Assoc. Supt. of Sch., Philadelphia, Pa.

Zorger, Clarence E., Ph.B.'15, Franklin and Marshall Col.; A.M.'31, Columbia Univ.; D.Ped.'46, Franklin and Marshall Col.; Supt. of Sch., Harrisburg, Pa., since 1942.

Zuerner, Frank Dewitt, A.M.'30, Univ. of Pittsburgh; L.L.D.'36, Westminster Col.; Supt. of Sch., North Braddock, Pa.

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INDIVIDUAL MEMBERS

Downing, Ronald A., B.S. in Ed.'39, Ohio Northern Univ.; M.Ed.'53, Univ. of Cincinnati; Supt. of Sch., Ramey Air Force Base, P. R., since 1951.

Duprey, Luis A., A.B. Ed.'39, Univ. of Puerto Rico; Supt. of Sch., Moca, P. R., since 1947.

Garcia, Ramón, B.A. in Ed.'36, Univ. of Puerto Rico, M.A.'40, Columbia Univ.; Supt. of Sch., Rio Piedras, P. R.

Gil, Pedro, B.A.'17, Univ. of Puerto Rico; Dir., Veterans Educ. Div., Dept. of Educ., San Juan, P. R.

Lopez-Alvarez, Jose R., B.A.'35, Univ. of Puerto Rico; Dist. Supt. of Sch., Mayaguez, P. R., since 1941.

Villaronga, Mariano, B.S.'29, Univ. of Puerto Rico; Ed.M.'41, Harvard Univ.; Commr. of Educ., San Juan, P. R., since 1949.

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Puerto Rico Tchrs. Assn., San Juan, P. R.

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Bosworth, Clarence W., A.B.'09, A.M.'10, Brown Univ.; Supt. of Sch., Cranston, R. I., since 1935.

Boutiette, Eugene M., B.B.A.'48, Northeastern Univ.; Treas., A. A. Rickards Agency, Inc., Woonsocket, R. I., since 1951.

Bray, Marion B., B.E.'13, R. I. Col. of Educ., Providence; Supvg. Prin. of Sch., Providence, R. I., since 1928.

Brittan, Olive C., B.Ed.'34, State Tchrs. Col., Bridgewater, Mass.; M.Ed.'52, R. I. Col. of Educ.; Asst. Prin., Lincoln Memorial Jr. H. S., Lonsdale, R. I.

Calcutt, Earl F., B.B.A.'29, A.M.'37, Boston Univ.; Supt. of Sch., Central Falls, R. I., since 1947.

Callahan, William L., A.B.'12, Col. of the Holy Cross; Ed.M.'26, Harvard Univ.; Ed.D.'39, Catholic Tchrs. Col., Providence, R. I.; Supt. of Burrillville Sch., Harrisville, R. I., since 1949.

Casey, J. Edward, A.B.'31, A.M.'41, Boston Col.; Ed.M.'47, Ed.D.'52, Harvard Univ.; Assoc. Prof. of Educ. and Psych., Univ. of R. I., Kingston, R. I., since 1952.

Cerilli, Guido J., Prin. of Sch., Providence, R. I.

Clerk, James, B.A.'30, Dartmouth Col.; Ed.M.'40, Boston Univ.; Supt. of Sch., Coventry, R. I., since 1951.

Cole, Archie R., B.A.'29, M.A.'39, Batee Col.; Supt. of Sch., East Greenwich, R. I.

Conlon, James E., B.B.A.'24, Boston Univ.; Supt. of South Kingstown Sch., Peace Dale, R. I., since 1947.

Conway, Irene E., M.A.'55, Tchrs. Col., Columbia Univ.; Genl. Supvr. of Elem. Educ., Apponaug, R. I., since 1944.

Crosby, Percy R., B.S.'12, Univ. of N. H.; A.M.'19, Ph.D.'26, Brown Univ.; Supt. of Pub. Sch., Pawtucket, R. I., since 1949.

Davis, Hiram A., B.S.'22, Norwich Univ.; Supt. of Sch., Wickford, R. I., since 1930.

DeMoranville, Aaron F., Diploma '25, R. I. Col. of Educ., Providence; A.B.'30, A.M.'34, N. Y. State Tchrs. Col., Albany; Supt. of Sch., Johnston, R. I., since 1938.

Farrin, Leon M., A.B.'15, Ed.M.'26, Harvard Univ.; Supt. of Sch., Woonsocket, R. I., since 1935.

Fitzgerald, Edward J., B.S.'27, Norwich Univ.; Supt. of Sch., Bristol, R. I., since 1946.

Foley, James H., Asst. Supt. of Bus. Affairs, Dept. of Pub. Sch., Providence, R. I.

Gaige, William C., A.B.'32, Oberlin Col.; A.M.'35, Univ. of Chicago; Pres., R. I. Col. of Educ., Providence, R. I., since 1952.

- Gauthier, J. H. Leon, A.B.'40, Univ. of Montreal; M.Ed.'44, St. Michael's Col. (Vt.); Acting Supt. of Sch., Middletown, R. I., since 1953.
- Grant, Alfred E., B.S.'23, Tufts Col.; Ed.M.'30, Harvard Univ.; Asst. Supt. of Sch., Cranston, R. I., since 1932.
- Hanley, James Lawrence, A.B.'19, Boston Col.; A.M.'20, Brown Univ.; LL.B.'27, Northeastern Univ.; Ed.M.'32, Harvard Univ.; Ed.D.'37, Catholic Tchrs. Col., Providence, R. I.; D.Ped.'41, Bryant Col.; LL.D.'45, Boston Col.; Supt. of Sch., Providence, R. I., since 1937.
- Harkins, John M., A.B.'08, Bates Col.; Supt. of Sch., Warren, R. I., since 1941.
- Howard Marie R., M.E.'49, R. I. Col. of Educ., Providence; Prin., Elem. Sch., since 1941 and Supvg. Prin., Providence, R. I., since 1948.
- Jacobs, Henry L., D.B.A.'35, Bryant Col.; D.Ed.'47, R. I. Col. of Educ.; Pres., Bryant Col., Providence, R. I., since 1916.
- La Perche, Raymond C., B.Sc.'22, R. I. State Col.; Supt. of Smithfield Sch., Georgiaville, R. I., since 1938.
- Leonard, Charles B., Ph.B.'29, Brown Univ.; Supt. of Foster and Scituate Sch., North Scituate, R. I., since 1949.
- Leonard, Mrs. Newton P., A.B.'16, Mt. Holyoke Col.; D.Ed.'52, Bryant Col.; Pres., Natl. Congress of Parents and Tchrs., since 1952. Address: 341 Sharon St., Providence, R. I.
- Leonard, Wardwell C., Ph.B.'18, A.M.'41, Brown Univ.; Supt. of Sch., Tiverton, R. I., since 1944.
- McCarthy, John J., Dir. of Sch. Plant, 20 Summer St., Providence, R. I.
- McMahon, Katherine B., B.Ed.'47, R. I. Col. of Educ., Providence; Supt. of Sch., Little Compton, R. I., since 1949.
- MacKay, Charles B., Ph.B.'16, A.M.'24, Brown Univ.; Supt. of Sch., Warwick, R. I., since 1949.
- Maine, Leonard L., Ed.M.'34, Boston Univ.; Supt. of Sch., Portsmouth, R. I., since 1932. Address: Newport, R. I.
- Martin, Edward R., B.S.'35, Providence Col.; M.Ed.'49, R. I. Col. of Educ.; Supt. of Sch., East Providence, R. I., since 1951.
- *Miller, Anthony J., Ed.M.'33, Boston Univ.; Supt. of Sch., Jamestown, R. I., since 1943.
- Mitchell, Clovis W., B.S.'08, R. I. State Col.; Supt., Gloucester Schs., Harmony R. I., since 1940.
- Nevins, Vincent, B.S. in Ed.'33, Mass. State Tchrs. Col., Bridgewater; Ed.M.'41, Boston Univ.; Supt. of Sch., Lincoln, R. I., since 1946.
- Nikula, Peter E., B.S. in Ed.'50, M.S. in Ed.'52, State Tchrs. Col., Fitchburg, Mass.; Supt. of New Shoreham Sch. Dist., Block Island, R. I., since 1951.
- Noble, M. C. S., Jr., A.B.'21, Univ. of N. C.; M.A.'22, Ed.D.'24, Harvard Univ.; Assoc. Prof. of Educ. and Psych., Univ. of R. I., Kingston, R. I., since 1948.
- Norton, Bernard F., B.S.'27, Providence Col.; Supt. of Sch., Valley Falls, R. I., since 1935.
- O'Brien, George J., A.B.'21, Holy Cross Col.; M.A.'32, Brown Univ.; Asst. Supt. of Sch., Providence, R. I., since 1945.
- O'Halloran, William T., 67 Hilltop Ave., Providence, R. I.
- Pelton, Frank M., A.B.'28, A.M.'31, Cornell Univ.; Ph.D.'34, New York Univ.; Prof. of Educ. and Dir. of Summer Sch., Univ. of R. I., Kingston, R. I., since 1945.
- Pezzullo, Thomas J., B.A.'38, Univ. of Ariz.; Asst. Supt. of Sch., Johnston, R. I., since 1946.
- Porter-Shirley, Carl H., B.S. in Ed.'27, State Tchrs. Col., Bridgewater, Mass.; M.Ed.'30, R. I. Col. of Educ.; Supt. of Sch., Newport, R. I.
- Potenza, Robert A., Ph.B.'36, Boston Col.; Ed.M.'52, Boston Univ.; Supt. of Sch., Slatersville, R. I.
- Quinn, Edmund A., B.S.'24, Providence Col.; A.M.'31, Brown Univ.; Dir. of Curriculum Research, Providence, R. I., since 1949.
- Quinn, Maissie E., B.Ed.'37, R. I. Col. of Educ.; Supt. of Sch., West Warwick, R. I., since 1938.
- Scott, Helen Elizabeth, A.B.'26, A.M.'27, Univ. of Southern Calif.; D.Ed.'49, Boston Univ.; Assoc. Prof. of Psych. and Educ., R. I. Col. of Educ., Providence, R. I., since 1947.
- Searle, Roger L., Supt. of Sch., Shannock, R. I.
- Smith, Elmer R., Ph.B.'26, A.M.'28, Brown Univ.; Asst. Supt. of Sch., Providence, R. I., since 1949.
- Sturtevant, Clarence E., B.S.'25, Middlebury Col.; M.A.'31, Tchrs. Col., Columbia Univ.; Supt. of Sch., Barrington, R. I., since 1945.
- Taylor, Clarence Scott, B.S.'26, Dartmouth Col.; Asst. Supt. of Sch., Warwick, R. I., since 1952.
- Thomas, L. Ralston, B.S.'13, Haverford Col.; Ed.M.'24, Harvard Univ.; Se.D.'43, R. I. Col. of Pharmacy and Allied Sciences; Headmaster, Moses Brown Sch., Providence, R. I., since 1924.
- Trowt, B. C., Supt. of Sch., Narragansett, R. I., since 1933.
- Varieure, Francis J., B.B.A.'34, Bryant Col.; Ed.M.'43, R. I. Col. of Educ., Providence; Asst. Supt. of Sch., Pawtucket, R. I., since 1949.
- Walsh, Michael Francis, B.A.'22, Col. of the Holy Cross; Ed.D., Catholic Tchrs. Col., Providence, R. I.; Commr. of Educ., State Dept. of Educ., Providence, R. I., since 1947.
- Whelan, Joseph A., Ed.B.'42, Ed.M.'51, R. I. Col. of Educ.; Acting Supt. of Sch., North Providence, R. I., since 1952.
- Wilcox, Edward F., B.S.'36, R. I. State Col.; E.B.'38, R. I. Col. of Educ., Providence; Supt. of Sch., Ashaway, R. I., since 1949.
- Wood, Howard Douglas, A.B.'20, Bates Col.; A.M.'21, Ph.D.'25, Brown Univ.; Prin. of Hope H. S., Providence, R. I., since 1938.

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INDIVIDUAL MEMBERS

- Alford, George R., B.S.'31, Univ. of Okla.; Ed.M.'48, Univ. of S.C.; Supt. of Sch., Lake View, S. C., since 1943.
- Anderson, Jesse T., B.A.'14, Furman Univ.; M.A.'42, Univ. of S. C.; State Supt. of Educ., Columbia, S. C., since 1947.
- Anderson, John Hugh, A.B.'14, Wofford Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Supt. of Parker Sch. Dist., Greenville, S. C., since 1935.

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- Anderson, M. T., Prin., Sr. H. S., Greenville, S. C.
- Barbare, Relph, A.B.'26, M.A.'31, Univ. of S. C.; Dir., Winthrop Tr. Sch., Winthrop Col., Rock Hill, S. C., since 1949.
- Beam, J. Paul, B.A.'21, Furman Univ.; Th.B.'38, Southern Baptist Theol. Sem.; M.A.'39, Duke Univ.; Dir., Union Co. Sch., Union, S. C., since 1952.
- Beasley, J. Ed., B.S.'39, Ga. Tchrs. Col.; Prin. of Mellichamp Sch., Orangeburg, S. C., since 1952.
- Blakely, Charles B., B.A.'24, Erskine Col.; M.A.'45, Univ. of S. C.; Co. Supt. of Educ., Chester, S. C., since 1949.
- Blanding, James D., A.B.'25, The Citadel; M.A.'34, George Peabody Col. for Tchrs.; Supt. of Sch., Dist. 17, Sumter, S. C., since 1951.
- Blum, J. K., B.S.'23, N. C. State Univ., M.S.'31, Texas A. and M. Col., Prin. of Dreher H. S., Columbia, S. C.
- Boyd, John Jefferson, B.S.'36, The Citadel; M.Ed.'48, Univ. of S. C.; Prin. of Jr. H. S., Sumter, S. C., since 1951.
- Boyd, W. M., B.S.Com.'27, Univ. of S. C.; M.A.'40, George Peabody Col. for Tchrs.; Supt. of Pub. Sch., Lamar, S. C., since 1943.
- Briesle, S. C., A.B., Furman Univ.; M.A., Univ. of S. C.; Supt. of Sch., Woodruff, S. C., since 1945.
- Brietow, T. C., A.B.'30, The Citadel; M.Ed.'47, Univ. of S. C.; Supt., McColl-Fletcher Memorial Sch., McColl, S. C., since 1947.
- Brockman, Myron E., A.B.'03, Furman Univ.; Supt. of City Sch., Chester, S. C., 1920-52 (retired). Address: P.O. Box 374, Chester, S. C.
- Brodie, A. L., A.B.'24, Furman Univ.; M.A.'38, Univ. of S. C.; Supt. of Sch., Monetta, S. C., since 1950.
- Buebe, Cyril B., B.S.'28, M.A.'35, Univ. of S. C.; Supt. of Brookland-Cayce Sch., West Columbia, S. C., since 1943.
- Cain, Ralph H., B.S.'26, Clemson Agr. Col.; M.A.'43, Cornell Univ.; Supt. of D.A.R. Sch., Tamaeese, S. C., since 1926.
- Carmichael, William Boyd, A.B.'37, Wofford Col.; M.Ed.'50, Univ. of S. C.; Dillon Co. Supt. of Educ., Dillon, S. C., since 1950.
- Coates, James Pierce, A.B.'11, M.A.'26, Univ. of S. C.; Secy., S. C. Educ. Assn., Columbia, S. C., since 1925.
- Coble, Parke M., B.A.'36, M.A.'43, Furman Univ.; Supt. of Sch. Area 1, Horry Co., Conway, S. C., since 1952.
- Coker, Homer, Supt., Pub. Sch., Santee Stephen, S. C.
- Coleman, J. H., A.B.'25, M.A.'42, Furman Univ.; Supt. of Sch., Honea Path, S. C., since 1925.
- Cox, J. Ben, A.B.'35, LL.B.'36, M.Ed.'50, Univ. of S. C.; Fairfield Co. Supt. of Sch., Winnsboro, S. C., since 1950.
- Cross, J. Russel, Supt., Crose Area Sch., Cross, S. C.
- Crout, James McBride, B.A.'37, Wofford Col.; M.Ed.'47, Univ. of S. C.; Supt., Batesburg-Leesville Sch. System, Batesburg, S. C., since 1946.
- Crow, E. R., A.B.'15, Furman Univ.; A.M.'24, Univ. of S. C.; Dir., State Educ. Finance Commn., Columbia, S. C.
- Crow, Orin F., A.B.'17, Univ. of S. C.; A.M.'25, Ph.D.'31, George Peabody Col. for Tchrs.; Dean, Sch. of Educ., Univ. of S. C., Columbia, S. C., since 1930.
- Denmark, Annie Dove, Diploma in Piano '04, Meredith Col.; A.B.'25, Anderson Col.; Litt.D.'41, Furman Univ.; Pres., Anderson Col., Anderson, S. C., since 1928.
- Dixon, C. A., Supt. of Area Sch., Lorie, S. C.
- Doggette, James C., A.B.'27, Univ. of S. C.; Nu-Idea Sch. Supply Co., Sumter, S. C., since 1953.
- Dorman, Paul M., B.A.'28, Furman Univ.; Supt., Spartenburg Co. Sch. Diet. 6, Fairforest, S. C., since 1942.
- Dowling, Thomea I., B.S.'24, M.S.'25, Univ. of S. C.; M.A.'33, Columbia Univ.; Supt. of Sch., Dist. 50, Greenwood, S. C., since 1952.
- Dubone, Frank E., A.B. in Ed.'29, Univ. of S. C.; Supt., East Clarendon Sch., Turberville, S. C.
- East, J. K., B.S.'33, Berry Col.; Horry Co. Dir. of Instr., Conway, S. C., since 1953.
- Fort, Arthur H., A.B.'24, Wofford Col.; M.S. in Ed.'52, Clemson Agr. Col.; Prin., McCants Jr. H. S., Anderson, S. C., since 1944.
- Fortson, Thomas N., B.S.'34, Univ. of S. C.; Dir., Div. of Vet. Educ., Greenville Co. Sch. Diet., Greenville, S. C., since 1949.
- Foy, G. N., A.B.'34, Newberry Col.; M.A.'47, Univ. of S. C.; Asst. Supt., Laurens Co. Sch. Diet. 56, Joenna, S. C., since 1929.
- Garratt, Gordon H., B.S.'28, The Citadel; M.A.'37, Duke Univ.; Supt. of Cooper River Sch., Dist. 4, North Charleston, S. C., since 1936.
- Gault, Marvin G., A.B.'19, Erskine Col.; M.A.'43, George Peabody Col. for Tchrs.; Supt. of City Sch., Bamberg, S. C., since 1948.
- Gettys, R. H., A.B.'33, Erskine Col.; Supt. of Sch., Westminster, S. C., since 1951.
- Graham, James L., A.B.'34, Newberry Col.; Ed.M.'46, Univ. of S. C.; Supt. of Sch., Wagener, S. C., since 1941.
- Gray, Wil Lou, B.A.'03, Columbia Col.; M.A.'10, Columbia Univ.; LL.D.'47, Wofford Col.; Dir., Opportunity Sch., West Columbia, S. C., since 1947.
- Green, Albert, A.B.'39, Univ. of S. C.; B.D.'42, Yale Univ.; Co. Supt. of Educ., Georgetown, S. C., since 1948.
- Grier, Boyce M., A.B.'16, Erskine Col.; M.A.'28, Univ. of Ga.; Litt.D.'41, Erskine Col.; Ph.D.'47, George Peabody Col. for Tchrs.; Pres., Lander Col., Greenwood, S. C., since 1948.
- Hair, A. B. Jr., B.S.'22, Clemson Col.; Supt. of Sch., Williamston, S. C., since 1938.
- Hanberry, T. J., M.S.'32, State Univ. of Iowa; Dean, Benedict Col., Columbia, S. C., since 1950.
- Harlie, John M., A.B.'17, Wofford Col.; M.A.'34, Univ. of S. C.; Supt. of Sch., Florence, S. C., since 1946.
- Harman, H. Odelle, A.B.'29, M.A.'36, Univ. of S. C.; Supt. of Sch., Lexington, S. C., since 1939.

- Harmon, G. Thomas, B.S.'31, Ga. Inst. of Tech.; Diplome'31, Eccls. Des Beaux Arts; Archt., 3350 Millwood Ave., Columbia, S. C., since 1932.
- Hermion, Prics K., A.B.'21, Newberry Col.; M.A.'39, Univ. of S. C.; Dir. of Co. Pub. Sch., Newberry, S. C.
- Hatchett, Jamss Coks, B.S.'28, The Citadel; M.Ed.'46, Univ. of S. C.; Supt., Lower Richland Sch., Eastover, S. C., since 1950.
- Hawkins, Sewell C., A.B.'39, M.Ed.'51, Univ. of S. C.; Supvr. of Certification, State Dept. of Educ., Columbia, S. C.
- Hawthorns, Merk Fant, A.B.'28, Furman Univ.; M.Ed.'40, Duka Univ.; Supt. of Sch., Anderson, S. C., since 1945.
- Hendrix, J. H., Arsa Supt., Union Co. Sch., Lockhart, S. C.
- Harndon, J. E., Supt. of Sch., Fountain Inn, S. C.
- Hollar, James Carlisle, A.B.'21, Wofford Col.; A.M.'43, Univ. of S. C.; State Dir. of Instr., Stats Dept. of Educ., Columbia, S. C., since 1952.
- Holley, Daniel Lester, A.B.'28, Newberry Col.; M.A.'41, Duka Univ.; M.Ed.'49, Univ. of S. C.; Supt. of Area Sch., Darlington, S. C., since 1952.
- Hools, W. H., A.B.'36, Col. of Wooster; M.A.'37, N. Y. Stats Col. for Tchrs., Albany; Ed.M.'48, Univ. of S. C.; Supt. of Sch., Society Hill, S. C., since 1940.
- Hursey, Mertin, B.A.'29, Univ. of S. C.; Supt., Co. Sch. Dist. 1, Chestersfield, S. C., since 1944.
- Jolly, Thomas Claude, Jr., B.S.'17, M.A.'37, Univ. of S. C.; Supt. of Sch., Union, S. C., since 1924.
- Kellett, J. N., A.B.'26, Wofford Col.; Supt. of Sch., Seneca, S. C., since 1945.
- Kinard, T. G., A.B.'29, Newberry Col.; M.A.'44, Univ. of S. C.; Supt. of Sch., Clover, S. C., since 1945.
- Kneecs, Jules Verne, M.A.'45, Univ. of S. C.; Supt. of H. S., Newberry, S. C., since 1941.
- Knox, Paul, A.B.'22, Wofford Col.; M.A.'30, Univ. of S. C.; Supt. of Sch., North Augusta, S. C., since 1928.
- Lake, Robert Campbell, A.B.'13, Lenoir-Rhyne Col.; M.A.'35, Univ. of S. C.; Supt. of Sch., Whitmire, S. C., since 1924.
- Lee, B. D., B.A.'25, M.A.'36, Wofford Col.; Supt. of Sch., Gefney, S. C., since 1949.
- Lockwood, Charles Madden, A.B.'16, Furman Univ.; M.A.'38, Univ. of S. C.; Supt. of City Sch., Johnston, S. C., since 1951.
- Loggine, W. F., M.A.'28, Columbia Univ.; Ed.D.'45, New York Univ.; Supt. of Sch., Greenville, S. C., since 1940.
- McArthur, Laurin Currie, Jr., A.B.'39, A.M.'42, Univ. of S. C.; Ed.D.'50, Tchre. Col., Columbia Univ.; Supt. of Sch., Beaufort, S. C., since 1953.
- McCrecken, Joseph Glenn, B.S.'33, Weks Forest Col.; M.A.'42, Univ. of N. C.; Supt. of Sch., Spertanburg, S. C., since 1950.
- McDaniel, Olin K., A.B. in Ed.'14, Univ. of S. C.; M.A. in Sch. Admin.'40, George Peabody Col. for Tchrs.; Admin., Beaufort Co. Sch. Construction Program, Beaufort, S. C., since 1953.
- Mebray, T. E., A.B.'25, Erskine Col.; M.S.'34, Univ. of Ga.; Supt., Sch. Dist. 4, Inman, S. C.
- Mangum, G. C., A.B.'39, Wofford Col.; M.A.'47, Univ. of S. C.; Supt. of Sch., Ridgeland, S. C., since 1950.
- Marshall, Harris Andrew, A.B.'31, Furman Univ.; M.A.'42, Duka Univ.; Supt. of Sch., Orangeburg, S. C., since 1952.
- *Martin, Charles J., A.B.'30, Presbyterian Col.; M.Ed.'47, Univ. of S. C.; Asst. Supt., Co. Sch. Dist., Greenville, S. C., since 1951.
- Martin, J. V., A.B.'26, Presbyterian Col.; M.A.'39, Univ. of S. C.; Supt. of Sch., Dillon, S. C., since 1936.
- Mellatta, J. R., A.B.'30, Wofford Col.; M.Ed.'52, Univ. of S. C.; Supt. of Sch., Timmonsills, S. C., since 1939.
- Mims, Sellie Kats, 1312 Augusta St., Greenville, S. C.
- Mobley, Robert A., Supt., Colleton Co. Sch. Dist. 2, Weltsboro, S. C.
- Moffat, Sam S., A.B.'33, Erskine Col.; M.A.'40, Univ. of Ga.; Supt. of City Sch., Abbeville, S. C., since 1946.
- Moore, Hilda M., 228 E. Park Ave., Greenville, S. C.
- Myers, Goven T., A.B.'32, Wofford Col.; M.A.'41, Ph.D.'51, Univ. of N. C.; Supt. of City Sch., Lancaster, S. C., since 1951.
- Nelson, T. M., Prin., Parker Sch., Greenville, S. C.
- Nixon, Drury M., B.A.'20, Furman Univ.; Supt., Dist. 5 H. S. of Spartanburg Co., Lyman, S. C., since 1950.
- O'Sheasy, Edward A., B.S.E.'39, Mass. State Tchrs. Col., Fitchburg; M.E.'51, Boston Univ.; Supt., James Island Sch. Dist. 3, Charleston, S. C., since 1946.
- Pinson, B. S., B.A.'20, Furman Univ.; M.S.'33, Univ. of S. C.; Supt., Thornwall Orphanage Sch., Clinton, S. C., since 1927.
- Plylar, Jos C., A.B.'35, Wofford Col.; M.Ed.'48, Univ. of S. C.; Co. Supt. of Educ., Lencester, S. C., since 1945.
- Poats, Ella, B.A.'33, Converse Col.; M.A.'48, Emory Univ.; Coordinator of Instr., City Sch., Spertanburg, S. C., since 1953.
- Rice, Spencer M., B.A.'32, M.A.'38, Wofford Col.; Diplome'47, Tchrs. Col., Columbia Univ.; Prin., H. S., Spertanburg, S. C., since 1942.
- Richerds, John Gerdiner, Jr., A.B.'09, Davidson Col.; Supt. of Area 1 Schs., Camden, S. C., since 1917.
- Robison, J. D., A.B.'13, Erskine Col.; Dir., S. C. Sch. Bk. Comm., Columbia, S. C., since 1938.
- Regere, Georgs Celvin, B.S.'10, The Citadel; M.A.'28, Columbia Univ.; Supt. of Sch., Charleston, S. C., since 1946.
- Rutland, A. J., A.B.'24, Newberry Col.; M.Ed.'46, Univ. of S. C.; Co. Supt. of Sch., Aiken, S. C., since 1946.
- Sedler, James K., B.S.'28, Clemson Col.; Bus. Admin.'30, Columbia Univ.; Bue. Mgr., City Sch., Greenville, S. C., since 1946.
- Sitcox, Willard A., B.S.'33, Col. of Charleston; Dir. of Athletic, Col. of Charleston, Charleston, S. C., since 1939.
- Sime, Henry R., A.B.'13, LL.D.'45, Wofford Col.; Pres., Wiatrop Col., Rock Hill, S. C., since 1944.

SOUTH CAROLINA

- Smith, Ellison M., B.A.'23, M.A.'26, Univ. of S. C.; Ph.D.'34, George Peabody Col. for Tchrs.; Admin. Supt., Cn. Sch. Dist. 60, Abbeville, S. C., since 1952.
- Smith, William Arthur, B.A.'29, Furman Univ.; M.Ed.'40, Duke Univ.; Supt. of Sch., Bennettsville, S. C., since 1950.
- Sneed, Henry L., Jr., A.B.'35, Erskine Col.; M.A.'43, Univ. of S. C.; Supt., Cheater City Area Sch., Chester, S. C., since 1952.
- Southerline, William Broadus, B.A.'29, Furman Univ.; M.A.'43, Univ. of S. C.; Supvr., Schoolhouse Planning, State Educ. Finance Commn., Columbia, S. C., since 1948.
- Stackhouse, Esther, Marion Co. Supt. of Educ., Marion, S. C., until 1953.
- Stoddard, Hugh T., A.B.'30, M.A.'37, Univ. of S. C.; Supt. of Sch., Co. Dist. 2, Sumter, S. C., since 1952.
- Stoney, S. David, B.S.'24, Col. of Charleston; M.A.'39, Univ. of S. C.; State H. S. Supvr., State Dept. of Educ., Columbia, S. C., since 1951.
- Stoudemire, Emory Blair, A.B.'23, Newberry Col.; Supt. of Sch., Walhalla, S. C., since 1926.
- Sullivan, Walter Caswell, A.B.'17, A.M.'18, Univ. of S. C.; Supt. of Sch., Rock Hill, S. C., since 1938.
- Taylor, T. L., Supt. of Mountain View Sch., Taylors, S. C.
- Thompson, J. E., B.S.'37, Newberry Col.; M.A.'51, Univ. of S. C.; Supt. of Area 1, Abbeville Co. Sch. Dist. 60, Due West, S. C., since 1952.
- Tognari, Louia M., B.S.'32, Ed.M.'48, Univ. of S. C.; Supt. of Sch., Graniteville, S. C., since 1945.
- Trammell, Walter C., Jr., B.A.'39, Wofford Col.; M.Ed.'51, Univ. of S. C.; Supt., Indiantown Area Sch., Hemingway, S. C., since 1952.
- Tucker, Cecil I., B.S.'38, State Tchrs. Col., Livingston, Ala.; M.A.'47, Univ. of Ala.; Ed.D.'52, Tchrs. Col., Columbia Univ.; Prof. of Educ., Sch. of Educ., Univ. of S. C., Columbia, S. C., since 1951.
- Ulmer, T. H., A.B.'24, Furman Univ.; M.A.'44, George Peabody Col. for Tchrs.; Supt. of Sch., Hartsville, S. C., since 1950.
- Varn, Guy L., A.B.'27, Wofford Col.; M.A.'42, Univ. of S. C.; Supt. of Sch., Columbia, S. C., since 1951.
- Ward, W. H., A.B.'14, Furman Univ.; Dir., Extension Div., Univ. of S. C., Columbia, S. C., since 1937.
- Washington, William Harold, B.S.'20, Clemson Col.; M.S.'22, Iowa State Col.; Dean, Sch. of Educ., Clemson Col., Clemson, S. C., since 1933.
- Watkins, Ralph Eugene, Jr., B.S.'38, Clemson Agri. Col.; M.Ed.'48, Univ. of Ga.; Supt. of Sch., Calhoun Falls, S. C., since 1947.
- Weldon, William Heathley, A.B.'29, Presbyterian Col.; M.A.'41, Furman Univ.; Supt. of Sch. Dist. 9, Manning, S. C., since 1949.
- White, Henry A., A.B.'31, M.A.'40, Univ. of S. C.; Supt. of City Sch., Georgetown, S. C., since 1946.

- Wood, Herbert A., B.S.'37, Clemson Agri. Col.; M.Ed.'48, Univ. of S. C.; Prin., Brookland-Cayce H. S., Cayce, S. C., since 1945.
- Woods, Camillus C., A.B.'28, Benedict Col.; M.A.'44, Univ. of Mich.; Prin., Carver H. S., Spartanburg, S. C., since 1932.
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- Holgate, E. L., B.A.'30, Dakota Wesleyan Univ.; M.E.'45, Univ. of S. Dak.; Supt. of Sch., Mobridge, S. Dak., since 1948.
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- Skarda, Edward W., B.S.'35, Univ. of Minn.; M.A.'40, Univ. of S. Dak.; Supt. of Sch., Sioux Falls, S. Dak., since 1950.
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- Bass, F. E., Exec. Secy., Tenn. Educ. Assn., Nashville, Tenn., since 1950.
- Bass, W. A., B.A.'28, Univ. of Tenn.; M.A.'28, Univ. of Chicago; Supt. of Sch., Nashville, Tenn., since 1938.
- Bates, Creed P., A.B.'14, Univ. of Chattanooga; A.M.'24, Columbia Univ.; Prin., H.S., Chattanooga, Tenn.
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- *Grove, Robert N., B.S.'39, State Tchrs. Col., Millersville, Pa.; M.A.'48, Ed.D.'50, Tchrs. Col., Columbia Univ.; Admin. Asst. Supt. of Sch., Chattanooga, Tenn., since 1949.
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- McKee, Clinton O., B.A.'36, Univ. of Tenn.; M.A.'39, M.Ed.'41, George Peabody Col. for Tchrs.; Asst. Prof. of Educ., Austin Peay State Col., Clarksville, Tenn., since 1952.
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- Sandborn, William C., B.S.'36, Madison Col.; M.A.'38, George Peabody Col. for Tchrs.; Dean of Madison Col., Madison College, Tenn., since 1952.
- Sexton, Earl E., B.S.'39, Middle Tenn. State Col.; M.A.'51, Murray State Col. (Ky.); Stewart Co. Supt. of Sch., Dover, Tenn., since 1948.
- Shannon, W. A., B.S.'39, Middle Tenn. State Col.; M.A.'49, George Peabody Col. for Tchrs.; Supt. of City Sch., Morristown, Tenn., since 1953.
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- Turner, W. E., A.B.'24, M.S.'31, Univ. of Tenn.; State Dir., Div. of Negro Educ., State Dept. of Educ., Nashville, Tenn., since 1930.
- Turpen, H. H., B.S.'38, Middle Tenn. State Col.; M.A.'49, George Peabody Col. for Tchrs.; Asst. Supt. of City Sch. in chg. of Finance, Nashville, Tenn.
- Upperman, Harry Lee, A.B.'22, M.A.'28, Syracuse Univ.; D.D.'29, Simpson Col.; Pres., Baxter Sem., Baxter, Tenn., since 1923.
- Waters, George Hugh, B.A.'33, Vanderbilt Univ.; M.A.'40, George Peabody Col. for Tchrs.; General Supvr. of Sec. Educ., Pub. Sch., Nashville, Tenn., since 1944.
- Wheeler, Arville, A.B.'26, Centre Col.; M.A.'35, Univ. of Chicago; Ph.D.'39, Cornell Univ.; Prof. of Educ., George Peabody Col. for Tchrs., Nashville, Tenn., since 1947.
- Wicke, Myron F., A.B.'30, Baldwin-Wallace Col.; A.M.'34, Ph.D.'41, Western Reserve Univ.; Secy., Dept. of Higher Educ., Methodist Bd. of Educ., Nashville, Tenn., since 1949.
- Williams, Margaret, B.A.'31, Southwestern at Memphis; M.A.'44, George Peabody Col. for Tchrs.; Dir. of Personnel and Research, City Sch., Memphis, Tenn., since 1948.
- Windrow, J. E., M.A.'25, Ph.D.'37, George Peabody Col. for Tchrs.; Dir. of Pub. Serv., George Peabody Col. for Tchrs., Nashville, Tenn., since 1947.

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- Wirth, Fremont P., Ph.D.'25, Univ. of Chicago, Prof., George Peabody Col. for Tchrs., Nashville, Tenn., since 1926.
- Womack, Helen, M.A.'41, George Peabody Col. for Tchrs.; Bedford Co. Supt. of Sch., Shelbyville, Tenn., since 1952.
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- Akridge, R. W., B.A.'36, M.A.'40, Southwest Texas State Tchrs. Col., San Marcos; Supt., Independent Sch. Dist., Cedar Bayou, Texas, since 1946.
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- Alleneon, Frank W., M.A.'39, Southwest Texas State Tchrs. Col., San Marcos; Supt. of Sch., Brenham, Texas, since 1942.
- Alves, H. F., B.A.'27, Southwest Texas State Tchrs. Col., San Marcos; M.A.'28, Univ. of Texas, Dir. Cooperative Program in Sch. Adm'n., Univ. of Texas, Austin, Texas, since 1950.
- Alvis, James C., B.S.'31, Southwestern State Tchrs. Col., Okla.; M.S.'43, North Texas State Col., Denton, Supt. of Rural H. S. Dist., Bandera, Texas, since 1945.
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- Anderson, S. M., Supt., Petronila Independent Sch. Dist., Robstown, Texas.
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- Arlidge, (Mrs.) Ruby W., B.A.'37, M.A.'42, Southwest Texas State Tchrs. Col.; Supt. of H. S., Buckholts, Texas, since 1947.
- Arnaud, E. E., B.A.'35, M.A.'42, St. Mary's Univ. of San Antonio; Supt., Edgewood Sch. Dist., San Antonio, Texas, since 1948.
- Ashburn, G. L., B.S.'10, Baylor Univ.; Prin., Woodrow Wilson H. S., Dallas, Texas, since 1927.
- Ashworth, Robert K., B.A.'34, East Texas State Tchrs. Col.; M.A.'39, Southern Methodist Univ.; Supt. of Sch., Kilgore, Texas, since 1952.
- Avenger, W. H., M.A.'43, Univ. of Texas; Supt. of Sch., Plainview, Texas, since 1949.
- Awalt, A. B., B.S.'28, Univ. of Texas; Supt., Independent Sch. Dist., Frankston, Texas.
- Bailey, John F., A.B.'23, Baylor Univ.; M.A.'31, Univ. of Colo.; Supt. of Sch., Breckenridge, Texas, 1939-53 (retired).
- Baines, Alberta, 5022 Madalyn, Houston, Texas.
- Baker, Harry C., M.A.'30, Univ. of Texas; Supt. of Sch., Tabasco Community Independent Sch. Dist., Le Joya, Texas, since 1948.
- Baker, James H., M.A.'40, Southwest Texas State Tchrs. Col.; Supt. of Independent Sch. Dist., La Porte, Texas, since 1946.
- Baker, Oscar J., M.Ed.'39, Univ. of Texas; Supt. of Sch., Dickinson, Texas, since 1946.
- Baker, (Mrs.) Vallie, M.A.'47, Stephen F. Austin State Col.; Elem. Supvr. of Sch., Carthage, Texas, since 1948.
- Bailley, Harvey C., M.S.'39, North Texas State Col., Denton; Supt. of Independent Sch. Dist., Lampasas, Texas, since 1949.
- Banks, Buford C., B.A.'30, Southwestern Univ.; M.A.'48, Texas Col. of Arts and Indus.; Supt. of Sch., Robstown, Texas, since 1947.
- Barber, William G., B.S.'45, M.A.'49, East Texas State Tchrs. Col., Commerce; Supt. of Sch., Electre, Texae, since 1949.
- Barker, Ernest A., M.A.'32, George Peabody Col. for Tchrs.; Supt. of Sch., Honey Grove, Texee, since 1934.
- Barnes, J. C., B.A.'36, Southwestern Univ., Texae; M.A.'40, Univ. of Texas; Supt. of Sch., Georgetown, Texae, since 1948.
- Barnett, Harold R., B.S.'37, Univ. of Mo.; M.A.'46, West Texas State Col., Canyon; Supt. of Sch., Independent Sch. Dist., Knox City, Texae, since 1951.
- Barrett, W. T., M.Ed.'47, Univ. of Texae; Supt. of Pub. Sch., Odessa, Texas, since 1952.
- Barron, John F., B.A.'31, Southwest Texas Tchrs. Col.; M.A.'39, Texas Col. of Arts and Indus.; Supt., Independent Sch. Dist. 80 and Pres., Texas Southwest Col., Brownsville, Texas, since 1945.
- Bean, Frank C., M.A.'43, East Texas State Tchrs. Col.; Supt. of Sch., Omaha, Texas, since 1959.
- Beard, John L., Univ. of Texas, '48; Supt. of Sch., Irving, Texas, since 1949.
- Beard, Roy J., Star Engraving Co., Houston, Texas.
- Betta, Floyd G., B.A.'26, Southwestern Univ.; M.A.'26, Southern Methodist Univ.; Pres., Port Arthur Col., Port Arthur, Texas, since 1950.
- Betts, J. D., B.S.'30, East Texas State Tchrs. Col., Commerce; M.S.'40, Agri. and Mech. Col. of Texas; Dist. Supt. of Sch., Glade-water, Texas, since 1949.
- Bird, Arthur Otis, B.S.'30, M.A.'42, Southwest Texas State Tchrs. Col., San Marcos; Supt. of Sch., Gonzales, Texas, since 1936.
- Black, Ernest Howard, B.A.'19, Univ. of Okla.; M.A.'29, Columbia Univ.; Ed.D.'47, Univ. of Houston; Supt. of Sch., La Marque, Texas, since 1944.
- Bland, Earl, B.S.'36, Stephen F. Austin State Col.; M.A.'48, Sul Ross State Tchrs. Col.; Supt. of Sch., Marathon, Texas, since 1945.

- Blankenship, William Clayton, M.S.'37, Southern Methodist Univ.; Supt. of Sch., Big Spring, Texas, since 1928.
- Bledsoe, A. T., B.A.'39, Sam Houston State Tchrs. Col., Huntsville, Texas; M.Ed.'48, Univ. of Houston; Supt. of Sch., Sweeny, Texas, since 1949.
- Bobbitt, Dick, The L. W. Singer Co., 707 Browder St., Dallas, Texas.
- Boone, J. D., B.A., M.A., Univ. of Texas; Supt. of Pub. Sch., Alto, Texas, since 1945.
- Boone, James L., Sr., B.S. in Rural Ed.'37, Agrl. and Mech. Col. of Texas; M.S. in Ed.'40, Univ. of Houston; Supt. of Sch., Needville, Texas, since 1947.
- Bounds, Clyde C., B.S.'37, Sam Houston State Tchrs. Col. (Texas); M.Ed.'49, Univ. of Houston; Supt. of Independent Sch. Dist., Tomball, Texas, since 1952.
- Boyd, Roy, B.S.'26, M.S.'38, North Texas State Col., Denton; Co. Supt. of Sch., Lubbock, Texas, since 1943.
- Boynnton, S. G., Supt., Pub. Sch., San Saba, Texas.
- Bracken, W. Earl, B.S.'28, Ursinus Col.; M.S.'37, Temple Univ.; West Jr. H. S., Waco, Texas.
- Bradford, W. R., M.A.'42, Texas Tech. Col.; Tchrs., Pub. Sch., Randlett, Okla., since 1953. Address: 1107 Brook Ave., Wichita Falls, Texas.
- Brazeeale, Albert H., B.A.'31, North Texas State Tchrs. Col., Denton; M.A.'36, Univ. of Texas; Supt. of Sch., Canadian, Texas, since 1943.
- Brewer, C. F., B.S.'40, Texas Christian Univ.; Supt., White Settlement Sch., Ft. Worth, Texas, since 1932.
- Bridges, J. S., A.B.'32, Texas A. & M. Col.; M.A.'42, Texas Christian Univ.; Supt. of Pub. Sch., Anton, Texas, since 1946.
- Briesemeister, A. J., M.A.'37, Univ. of Texas; Supt. of Sch., Seguin, Texas, since 1949.
- Brockett, M. L., A.B.'34, Southwestern Univ., Texas; M.A.'51, Baylor Univ.; Hill Co. Supt. of Sch., Hillsboro, Texas, since 1948.
- Brodhead, E. A., M.A.'40, Southern Methodist Univ.; Supt. of Sch., Sonora, Texas, since 1950.
- Brooks, B. R., B.A.'31, M.A.'41, Univ. of Texas; Supt. of Sch., Texas City, Texas, since 1949.
- Brooks, Ercell W., B.A.'30, West Texas State Col.; M.A.'39, Baylor Univ.; Asst. Supt. of Sch., San Angelo, Texas, since 1949.
- Brotherton, L. H., B.S.'34, M.A.'39, West Texas State Col.; Supt. of Sch., Gruver, Texas, since 1944.
- Brown, A. E., B.S.'35, Ed.M.'39, Univ. of Okla.; Supt. of Sch., Wheeler, Texas, since 1952.
- Brown, Mortimer, B.B.A.'25, Univ. of Texas; M.A.'31, Tchrs. Col., Columbia Univ.; Ph.D.'41, Univ. of Texas; Supt. of Sch., El Paso, Texas, since 1951.
- Brown, Ray D., A.B.'30, Southwestern Univ.; M.A.'39, Southern Methodist Univ.; Supt. of Sch., Greenville, Texas.
- Buckley, J. L., B.A.'28, Baylor Univ.; M.A.'37, Univ. of Texas; Supt. of Sch., Lockhart, Texas, since 1945.
- Buckner, D. U., B.A.'21, Trinity Univ.; M.A.'29, Univ. of Texas; Supt., Pharr-San Juan Afamo Pub. Sch., Pharr, Texas, 1941-53.
- Buckner, Ross A., B.S.'37, West Texas State Col.; M.A.'40, Texas Tech. Col.; Supt. of Sch., Seagraves, Texas, since 1947.
- Budd, Harrell, B.A.'16, Guifford Col.; M.A.'25, Univ. of Texas; Prin., Trinity Heights Sch., Dallas, Texas.
- Burk, V. C., B.S.'29, Stephen F. Austin State Col. (Texas); M.A.'37, George Peabody Col. for Tchrs.; Prin., L. L. Pugh Elem. Sch., Houston, Texas, since 1937.
- Burfeson, Sidney Jean, B.A.'36, Howard Payne Col.; M.A.'50, Univ. of Texas; Supt. of Lake View Sch., San Angelo, Texas, since 1950.
- Burnett, Clinton E., B.A.'25, M.A.'35, Univ. of Texas; Supt. of Sch., Harlingen, Texas.
- Burton, Floyd H., B.S.'30, Sam Houston State Tchrs. Col., Huntsville, Texas; M.Ed.'38, Univ. of Texas; Ed.D.'48, Univ. of Houston; Supt. of Sch., Humble, Texas, since 1942.
- Busby, Elden B., A.B.'30, Abilene Christian Col., M.A.'3f, Texas Christian Univ.; Ed.D.'48, Stanford Univ.; Asst. Supt. of Sch. in charge of Genl. Admin., Fort Worth, Texas, since 1946.
- Calhoun, Theodore C., B.S.'29, Bishop Col.; M.A.'41, Univ. of Mich.; Prin., Kealing Jr. H. S., Austin, Texas, since 1940.
- Campbell, William B., A.B.'13, Shaw Univ.; A.M.'40, Univ. of Mich.; Prin. of Anderson H. S., Austin, Texas.
- Carmichael, W. R., M.S.'36, Texas Agrl. and Mech. Col.; Supt. of Sch., Bryan, Texas, since 1949.
- Carnes, Hubert M., M.A.'45, Southwest Texas State Tchrs. Col.; Supt. of Sch., Mineral Wells, Texas, since 1952.
- Cerroll, John S., B.A.'30, San Diego Col.; M.A.'32, Univ. of Southern Calif.; Ph.D.'40, Yale Univ.; Head, Dept. of Educ., Texas Tech. Col., Lubbock, Texas.
- Carroll, Monroe S., A.B.'21, Baylor Univ.; A.M.'26, Brown Univ.; Ph.D.'37, Univ. of Chicago; Dean, Baylor Univ., Waco, Texas, since 1948.
- Carruth, Irby B., B.A.'27, West Texas State Tchrs. Col., Canyon; M.A.'32, Univ. of Chicago, Supt. of Sch., Austin, Texas, since 1950.
- Carter, O. Dan, A.B.'41, M.A.'48, Baylor Univ.; Supt. of Pub. Sch., Navasota, Texas, since 1949.
- Center, Leslie R., M.A.'30, Tchrs. Col., Columbia Univ.; Prin., James S. Hogg Jr. H. S., Houston, Texas, since 1937.
- Chalmers, W. E., B.A.'22, North Texas State Col.; M.A.'51, Southern Methodist Univ.; Supt., Cooke Co. Sch., Gainesville, Texas, since 1952.
- Chambers, H. H., M.A.'27, Univ. of Texas; Supt. of Sch., Grand Prairie, Texas, since 1950.
- Chaodler, C. O., B.A.'34, Sam Houston State Tchrs. Col., Huntsville, Texas; M.A.'45, Univ. of Houston; Supt. of Sch., Orange, Texas, since 1947.
- Chapman, Gerald B., M.A.'47, Stephen F. Austin Tchrs. Col., Nacogdoches, Texas; Supt. of Sch., Rusk, Texas, since 1943.

TEXAS

- Cherry, John H., B.S.'34, Southwest Texas State Tchrs. Col., San Marcos; M.E., Univ. of Houston; Supt. of Sch., Bay City, Texas, since 1944
- Cherry, William O., B.S.'32, West Texas State Col.; M.Ed.'43, Texas Tech. Col.; Supt. of Pub. Sch., Lorenzo, Texas, since 1949.
- Christenberry, Agnes, M.Ed.'49, Univ. of Texas; Prin., Springdale Elem. Sch., since 1949, and Pres., 1952-53, Fort Worth Council of Admin. Women in Educ., Fort Worth, Texas.
- Cleveland, Ernest D., B.A.'23, Baylor Univ.; M.A.'40, Southern Methodist Univ.; Supt. of Sch., Palestine, Texas, since 1950
- Clifton, Leldon, M.A.'47, Hardin-Simmons Univ.; Supl., Sheffield Independent Sch. Dist., Iran, Texas, since 1951.
- Cochran, J. Chester, B.S.'29, Sul Ross State Tchrs. Col., Alpine, Texas; M.A.'31, Ed.D.'50, Univ. of Texas; Prof. of Educ. and Field Representative, Univ. of Houston, Houston, Texas, since 1943.
- Codwell, John E., B.S.'27, Howard Univ.; M.A.'38, Ph.D.'48, Univ. of Mich.; Prin. of Phillips Wheatley Sr. H. S., Houston, Texas, since 1945.
- Coers, Walter C., M.A.'33, George Peabody Col. for Tchrs.; Supt. of Sch., Los Fresnos, Texas, since 1950
- Columbille, Sister M., B.A.'13, M.A.'14, Ph.D.'23, Catholic Univ. of America; Pres., Incarnate Word Col., San Antonio, Texas, since 1923.
- Colvert, C. C., B.S.E.'29, M.S.'30, Univ. of Ark.; Ph.D.'37, George Peabody Col. for Tchrs.; Chmn., Dept. of Educ. Admin., and Prof. and Consultant in Jr. Col. of Educ., Univ. of Texas, Austin, Texas, since 1944.
- Copaes, Benjamin A., B.A.'26, Baylor Univ.; M.A.'37, Texas Christian Univ.; Supt. of Sch., Nacogdoches, Texas, since 1947.
- Cornette, James P., A.B.'29, Ky. Wesleyan Col., M.A.'30, Univ. of Va.; Ph.D.'38, George Peabody Col. for Tchrs.; Pres., West Texas State Tchrs. Col., Canyon, Texas, since 1948.
- Cosper, Cecil, B.S.'47, M.Ed.'48, La. State Univ.; Admin. of Tchrs. Educ. and Assoc. Prof. of Educ., Wayland Col., Plainview, Texas, since 1951.
- Courtney, L. C., B.S.'26, Sam Houston State Tchrs. Col., Huntsville, Texas; Supt., Aldine Independent Sch. Dist., Houston, Texas, since 1944
- Covin, Fred, M.S.'46, East Texas State Tchrs. Col., Supt. of Sch., Pittsburg, Texas, since 1946
- Cowley, Herman A., Prin., Maple Lawn Sch., Dallas, Texas.
- Cox, James R., B.S.'35, M.S.'49, North Texas State Tchrs. Col., Denton; Supt. of Sch., Panhandle, Texas, since 1951.
- Cox, W. C., B.S.'29, East Texas State Tchrs. Col., Commerce, M.E.'35, Southern Methodist Univ., Supt. of Sch., Munday, Texas, since 1946.
- Craver, D. T., M.S.'41, East Texas State Tchrs. Col., Supt. of Pub. Sch., Port Neches, Texas, since 1952.
- Cryer, Curtis A., B.A.'26, M.A.'27, Univ. of Okla.; Supt. of Sch. and Pres., Frank Phillips Col., Borger, Texas, since 1942.
- Culpepper, Sam B., B.A.'27, Howard Payne Col.; M.A.'37, Baylor Univ.; Dir. of Field Serv., Texas State Tchrs. Assn., Austin, Texas, since 1950.
- Cunningham, Noah, B.S.'39, Texe Tech. Col.; Supt., Independent Sch., Whiteface, Texas, since 1950.
- Cunningham, Walter C., B.A.'35, M.A.'39, Texas Tech. Col.; Supt. of Independent Sch. Dist., Gelene Park, Texas, since 1952.
- Curlee, J. R., B.S.'35, Texas Col. of Arts and Indus.; M.Ed.'41, Univ. of Colo.; Supt. of Sch., Sour Lake, Texas, since 1948.
- Devis, Byron, M.A.'36, Univ. of Colo.; Supt. of Sch., Sherman, Texas, since 1953.
- Davis, Relf M., B.A.'32, M.A.'38, Austin Col.; Supt. of Sch., Burkburnett, Texas, since 1943.
- Devison, Floyd A., B.S.'33, M.S.'40, A. & M. Col. of Texas; Supt. of Sch., Fort Sam Houston, Texas, since 1952.
- Dean, Guy D., A.B.'94, Luke Normel Inst.; LL.B.'03, Univ. of Miss.; M.A.'40, George Peabody Col. for Tchrs.; Co. Supt. of Sch., Uvalde, Texas, since 1942.
- Decker, Charlee T., Bus. Mgr., Independent Sch. Dist., Texas City, Texas.
- Dennerd, E. N., A.B.'27, Lon Morris Col.; B.A.'29, Trinity Univ.; M.A.'37, Southern Methodist Univ.; Supt. of Sch., Waco, Texas, since 1950.
- Dickenson, S. V., M.A.'44, Texas Christian Univ.; Supt. of Sch., Godley, Texas, since 1939.
- Dillard, Frank G., A.B.'32, M.A.'39, Oglethorpe Univ.; Supt. of Sch., Overton, Texe, since 1950.
- Dillehay, Claude H., A.B.'16, Baylor Univ.; M.A.'17, Brown Univ.; Supt. of Sch., Bonham, Texas, since 1949.
- Dinsmore, B. M., M.A.'29, Southern Methodist Univ.; Co. Supt. of Sch., Wichita Falls, Texas, since 1944.
- Dodson, P. J., B.A.'25, Baylor Univ.; M.A.'35, Univ. of Texas; Supl. of Sch., Bastrop, Texas, since 1931.
- Dominy, E. L., B.S., Sam Houston State Tchrs. Col., Huntsville, Texas; M.Ed., Southern Methodist Univ.; Prin. of Sch., Lancaster, Texas.
- Donner, Arvin N., B.S.'27, M.A.'28, Ph.D.'37, State Univ. of Iowa, Dean, Col. of Educ., Univ. of Houston, Houston, Texas, since 1945.
- *Dorsey, Julius, M.A.'19, George Peabody Col. for Tchrs.; Address: 5316 Waneta Drive, Dallas 9, Texas.
- Douglas, Dale, A.B.'37, Howard Payne Col.; M.S.'48, North Texas State Col.; Supt., Pleasant Grove Independent Sch. Dist., Dallas, Texas, since 1946.
- Douglas, N. L., B.S.'47, Howard Payne Col.; Supt. of Sch., Hale Center, Texas, since 1947.
- Douglas, Omer R., M.S.'49, North Texas State Col.; Supt. of Sch., Brownfield, Texas, since 1949.
- Downing, Avery R., B.S.'37, North Texas State Col.; M.S.'47, East Texas State Col.; Asst. Supt. of Sch., Waco, Texas, since 1951.

- Duran, John, B.S.'35, Stephen F. Austin State Col.; M.Ed.'39, Univ. of Texas; Supt. of Sch., Joinerville, Texas, since 1951.
- Ebey, George W., Deputy Supt. of Sch., Houston, Texas, 1952-53.
- Echols, Wilburn O., B.S. in Bus. Admin.'40, Southern Methodist Univ.; M.S. in Ed.'47, East Texas State Tchrs. Col.; Supt. of Sch., Olney, Texas, since 1952.
- Edgar, James Winfred, B.A.'28, Howard Payne Col.; M.A.'38, Ed.D.'48, Univ. of Texas; State Commr. of Educ., Texaa Educ. Agency, Austin, Texas, since 1950.
- Eilers, William, Jr., B.S.'37, M.Ed.'41, Univ. of Texas; Prin., Thomas A. Edson Jr. H. S., San Angelo, Texas, since 1949.
- Elkins, Clark, A.B.'35, Western Mich. Col. of Educ.; M.A.'38, Univ. of Mich.; Educ. Consultant, Southwest Region, Jam Handy Organization, Dallas, Texas, since 1952.
- Ellison, C. E., M.Ed.'39, Univ. of Texas; Supt. of Sch., Killeen, Texas, since 1953.
- Everitt, William James, B.A.'32, St. Mary's Univ. of San Antonio; M.Ed.'41, Univ. of Texas; Supt. of Sch., Pleasanton, Texas, since 1942.
- Fage, R. C., B.S.'32, North Texas State Tchrs. Col., Denton; M.A.'34, Southern Methodist Univ.; Supt. of White Oak Pub. Sch., Longview, Texaa, since 1949.
- Paseler, Walter L., B.A.'34, Southwest Texas State Tchrs. Col., San Marcos; M.A.'46, Univ. of Texaa; Coordinator of Sec. Educ., Independent Sch. Dist., Pasadens, Texaa.
- Ferguson, W. A., Supt. of Pub. Sch., Winnboro, Texaa.
- Ferrell, D. H., B.A.'25, M.Ed.'37, Univ. of Texaa; Prin., Robert E. Lee Elem. Sch., Port Arthur, Texas, since 1946.
- Fite, George K., M.S.'50, East Texas State Tchrs. Col.; Supt. of Sch., Lindale, Texas, since 1952.
- Fletcher, Deane D., M.A.'39, West Texas State Tchrs. Col., Canyon; Supt. of Sch., Eagle Lake, Texas, since 1950.
- Fletcher, Glenn, M.Ed.'37, Univ. of Texas; Dir., Indus. Arts and Voc. Educ., Pub. Sch., Houston, Texas, since 1944.
- Fly, Murry H., B.S.'15, East Texas Normal Sch.; B.A.'21, M.A.'29, Univ. of Texas; Pres., Odessa Col., Odessa, Texas, since 1946.
- Foreman, Mary, B.S.'37, M.A.'49, W. Texas State Tchrs. Col., Canyon; Hall Co. Supt. of Sch., Memphis, Texas, since 1943.
- Fortescue, Z. T., M.A.'27, Univ. of N. C.; Supt. of Sch., Port Arthur, Texas, since 1944.
- Foster, Inez, M.A.'28, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Elem. Div., San Antonio, Texas, since 1947.
- Fox, Louia William, B.S. in C.E.'14, Univ. of Texas; B.A.'50, St. Mary's Univ. of San Antonio; Dir. of Voc. Educ., Pub. Sch., San Antonio, Texas, since 1917.
- Freshour, Jack, M.A.'47, Southwest Texaa State Col.; Supt. of Sch., Rio Hondo, Texas, since 1939.
- Galyean, Elmo L., B.S.'36, North Texaa State Col.; M.Ed.'43, Southern Methodist Univ.; Dir. of Research and Records, Texas State Tchrs. Assn., Austin, Texaa, since 1950.
- Gardner, J. F., Supt. of Sch., Ennis, Texas.
- Garfin, R. E., B.A.'20, M.A.'21, Ph.D.'27, Univ. of Texas; Prof. of Educ., Texas Tech. Col., Lubbock, Texas, since 1927.
- Gary, Enoa G., B.A.'07, M.A.'24, Univ. of Texas; Prin., Brackenridge H. S., San Antonio, Texas, since 1928.
- Gentry, George H., B.A.'26, Baylor Univ.; M.A.'33, Univ. of Texas; Dist. Supt. of Sch. and Pres., Lee Jr. Col., Baytown, Texas, since 1946.
- Gentry, W. J., B.S.'33, M.A.'48, Sam Houston State Tchrs. Col., Huntsville, Texas; Supt. of Independent Sch. Dist., Elkhart, Texas, since 1948.
- Gerber, Joe N., Ed B.'34, Ill. State Normal Univ., Normal; M.S.'35, Univ. of Ill.; Ph.D.'41, George Peabody Col. for Tchrs.; Dean of the Jr. Div., Stephen F. Austin State Col., Nacogdoches, Texas, since 1950.
- Gerron, J. F., M.A.'41, North Texas State Tchrs. Col., Denton; Supt. of Sch., Archer City, Texas, since 1941.
- Gibson, Joe A., B.A.'24, Hardin-Simmons Univ.; M.A.'41, Texas Tech. Col.; Supt. of Sch., Canyon, Texas, since 1952.
- Gifford, C. T., B.A.'30, Stephen P. Austin State Tchrs. Col.; M.A.'44, Sam Houston State Tchrs. Col.; Supt. of Sch., Livingston, Texas.
- Gilbert, Lloyd E., B.A.'35, M.A.'40, East Texas State Tchrs. Col., Commerce; Supt. of Sch., Dayton, Texas, since 1945.
- Glaze, F. M., B.A.'35, Daniel Baker Col.; Supt., Independent Sch. Dist., Alief, Texas, since 1949.
- Golden, Joe Bob, B.S.'30, West Texaa State Tchrs. Col., Canyon; M.E.'39, Southern Methodist Univ.; Supt. of Sch., Vernon, Texas, since 1949.
- Goodgion, H. W., Supt. of Sch., Mineols, Texas.
- Goodwin, B. C., M.Ed.'47, Texaa Christian Univ.; Supt. of Sch., Robert Lee, Texas, since 1948.
- Gourley, Charles E., B.S.'34, Northwestern State Col.; M.A.'51, Phillips Univ.; Supt. of Sch., Higgins, Texas, since 1948.
- Graham, George L., B.S.'40, West Texas State Tchrs. Col., Canyon; Supt. of Sch., Hereford, Texas, since 1946.
- Grave, M. W., M.A.'45, West Texas State Col.; Hutchinson Co. Supt. of Sch., Stinnett, Texas, since 1948.
- Gray, Hob, B.A.'18, Daniel Baker Col.; M.A.'25, Tchrs. Col., Columbia Univ.; Ph.D.'30, Univ. of Texas; LL.D.'48, Southwestern Univ.; Assoc. Prof. of Sec. Educ., since 1933, and Dir. Tch. Placement Serv., Univ. of Texas, Austin, Texas, since 1946.
- Gray, J. D., B.S.'38, Sam Houston State Tchrs. Col. (Texas); M.A.'46, Colo. State Col. of Educ.; Supt. of Sch., Pearland, Texas, since 1947.
- Green, Raymond K., B.A.'33, Daniel Baker Cnl.; M.A.'40, Texas Tech. Col.; Supt. of Sch., Santa Anna, Texas, since 1947.
- Greene, Pat H., M.A.'32, Univ. of Texas. Supt. of Arkansas Co. Independent Sch. Dist., Rockport, Texas, since 1953.
- Griffin, L. H., M.S.'43, Texas Agri. and Mech. Col.; Supt. of Pub. Sch., Hooks, Texas, since 1950.

TEXAS

- Griggs, Joseph R., B.A.'32, M.A.'39, Texas Tech. Col., Ed.D.'43, Univ. of Texas; Dir., Demonstration Sch., Sam Houston State Tchrs. Col., and Supt. of Sch., Huntsville, Texas, since 1945.
- Grisham, Noel, B.A.'44, Abilene Christian Col.; M.A.'48, East Texas State Tchrs. Col., Commerce, Supt. of Pub. Sch., Odell, Texas, since 1945.
- Guinn, John A., B.A. and M.A.'29, Ph.D.'39, Univ. of Texas, Pres., Texas State Col. for Women, Denton, Texas, since 1950.
- Hackney, V. H., B.A.'31, M.A.'49, Southern Methodist Univ.; Supt. of Sch., Marshall, Texas, since 1949.
- Hadley, William M., B.S., M.A., Univ. of Ala., Supt. of Sch., Alice, Texas, since 1952.
- Hagler, J. W., M.S.'47, East Texas State Tchrs. Col., Commerce; Gregg Co. Supt. of Sch., Longview, Texas, since 1951.
- Hall, Roy Maxwell, Sr., A.B.'37, Piedmont Col.; M.Ed.'47, Emory Univ.; Ed.D.'51, Syracuse Univ.; Assoc. Prof. of Educ. Admin. and Assoc. Dir., Southwest Coop. Program in Educ. Admin., Univ. of Texas, Austin, Texas, since 1952.
- Hamilton, John Woodrow, B.A.'36, Okla. City Univ.; M.Ed.'42, Univ. of Okla.; Supt. of Sch., Seymour, Texas, since 1945.
- Hamilton, T. D., B.S.'29, Sul Rosa State Tchrs. Col., Alpine, Texas; Supt. of Sch., Andrews, Texas, since 1939.
- Hancock, Dee, M.A.'50, Texas Tech. Col.; Supt. of Sch., Shallowater, Texas, since 1948.
- Hancock, W. E., B.A.'27, Univ. of Texas; Supt. of Pub. Sch., Quanah, Texas, since 1945.
- Hanea, W. T., M.A.'38, Texas Tech. Col.; Supt. of Sch., Cameron, Texas, since 1945.
- Hanka, J. M., B.S.'32, Southwest Texas State Tchrs. Col., San Marcos; Supt. of Sch., Yoleta, Texas, since 1929.
- Harbour, B. F., B.A.'27, North Texas State Col.; M.A.'34, Univ. of Texas; Supt. of Sch., Ganado, Texas, since 1949.
- Hare, J. Malvin, B.S.'37, M.E.'50, Agri. and Mech. Col. of Texas, Supt. of Sch., Caldwell, Texas, since 1945.
- *Harmon, Darell Boyd, A.B.'25, M.A.'26, Colo. Col., Ph.D.'30, New York Univ., Educ. Consultant, Austin, Texas.
- Harris Herman O., M.Ed.'42, Texas A. and M. Col., Co. Supt. of Sch., Denton, Texas, since 1953.
- Harris, Robert E., B.S.'23, Agri. and Mech. Col. of Texas; M.A.'50, Southwest Texas State Tchrs. Col., Caldwell Co. Supt. of Sch., Lockhart, Texas, since 1935.
- Hart, G. S., Master's '40, Sam Houston State Tchrs. Col. (Texas), Supt. of Jr. H. S., Channelview, Texas, since 1943.
- Hartman, H. R., M.A.'40, North Texas State Tchrs. Col., Supt. of Sch., Spearman, Texas, since 1948.
- Harvin, Edwin L., B.A.'21, Baylor Univ., M.A.'26, Univ. of Texas; Pres., Del Mar Col., Corpus Christi, Texas, since 1946.
- Haskew, Laurence D., B.Ph.'26, Emory Univ., M.A.'34, Univ. of Chicago; Ph.D.'41, Univ. of Ga.; Dean, Col. of Educ., Univ. of Texas, Austin, Texas, since 1947.
- Hayes, Bascom B., M.A.'35, Univ. of Mo.; Dir. Admin. Serv., Texas Educ. Agency, Austin, Texas.
- Hedrick, Wyatt C., Archt. and Engineer, 904 Fort Worth Ave., Dallas 8, Texas.
- Henderson, Paul G., B.S.'31, M.S.'48, East Texas State Tchrs. Col., Commerce; Supt. of Sch., Princeton, Texas, since 1944.
- Hendricks, Jake J., B.A.'24, North Texas State Tchrs. Col., Denton; M.A.'29, Univ. of Texas; Educ. Rep., The Macmillan Co., Austin, Texas, since 1949.
- Hansley, R. G., B.S.'35, M.A.'40, Stephen F. Austin State Col.; Supt., Spring Hill H. S., Longview, Texas, since 1945.
- Haraford, C. S., B.A.'32, Southwestern Univ.; M.A.'41, Univ. of Texas; Supt. of Sch., Mexia, Texas, since 1946.
- Herndon, Franklin C., B.A.'24, Southwest Texas State Tchrs. Col., San Marcos; M.A.'38, Colo. State Col. of Educ., Greeley; Supt., Lamar Sch., Diat., Rosenberg, Texas, since 1934.
- Herndon, H. W., B.S. and M.A.'40, Southwest Texas State Tchrs. Col., San Marcos; Supt. of Sch., Odem, Texas, since 1942.
- Hill, J. Davis, M.A.'38, West Texas State Tchrs. Col., Canyon; Supt. of Sch., Galveston, Texas, since 1946.
- Hines, Ben B., M.A.'36, Southern Methodist Univ.; Dist. Supt. of Sch., Kaufman, Texas, since 1942.
- Hinson, Y. L., B.A.'27, Univ. of Texas; M.A.'40, Stephen F. Austin State Tchrs. Col., Nacogdoches, Texas; Prin., Dowling Jr. H. S., Beaumont, Texas, since 1946.
- Hodges, R. L., M.A.'42, Texas Christian Univ.; Supt. of Lake Worth Sch., Fort Worth, Texas, since 1950.
- Holladay, Joe T., B.S.'35, M.S.'48, North Texas State Col.; Supt. of Sch., Foran, Texas, since 1950.
- Holland, Nicholas Spring A.B.'17, Southern Methodist Univ.; A.M.'27, Ed.D.'37, Tchrs. Col., Columbia Univ.; Texas Mgr., A. J. Nyatrom & Co., Dallas, Texas, since 1946.
- Holmes, C. D., B.S.'35, Abilene Christian Col.; M.E.'48, Texas Tech. Col.; Supt. of Indus. Sch., Vanderbilt, Texas, since 1952.
- Holmes, L. A., M.A.'45, Baylor Univ.; Supt. of Sch., Belton, Texas.
- Horn, Thomas D., Ph.D.'47, State Univ. of Iowa; Assoc. Prof., Dept. of Curriculum and Instr., Sutton Hall, Univ. of Texas, Austin, Texas.
- Hough, Don L., B.S.'36, Stephen F. Austin State Col.; M.A.'51, Univ. of Colo.; Supt. of Pub. Sch., Silsbee, Texas, since 1953.
- Howell, E. J., B.S.'22, M.S.'32, Agri. and Mech. Col. of Texas; Pres., Tarleton State Col., Stephenville, Texas, since 1948.
- Huchingson, Ira R., B.A.'30, Hardin-Simmons Univ.; M.Ed.'45, Texas Tech. Col.; Supt. of Sch., Hamlin, Texas, since 1945.
- Hudspeth, Ben H., M.A.'41, George Peabody Col. for Tchrs., Supt. of Sch., Atlanta, Texas, since 1945.
- Huff, Z. T., A.B.'25, Baylor Univ.; A.M.'29, Columbia Univ.; Ph.D.'36, Univ. of Texas; Dean, Howard Payne Col., Brownwood, Texas, since 1938.
- Huffman, R. L., B.S.'31, M.S.'38, East Texas State Tchrs. Col., Commerce; Supt. of Sch., Mansfield, Texas, since 1944.
- Hughes, (Mrs.) Roy, B.S.'37, West Texas State Tchrs. Col., Canyon, Co. Supt. of Sch., Vernon, Texas, since 1947.

- Humphrey, Joe R., B.A.'25, Trinity Univ.; M.A.'31, Ed.D.'38, Columbia Univ.; Chief, School Plant Section, Texas Educ. Agency, Austin, Texas, since 1950.
- Hunt, Andrew William, B.A.'31, M.A.'33, Baylor Univ.; Ph.D.'41, Univ. of Texas; Prof. and Head, Dept. of Educ. and Psych., McMurry Col., Abilene, Texas, since 1949.
- Hunter, Fred W., M.A.'37, Austin Col.; Supt. of Sch., Beaumont, Texas, since 1951.
- Hutchinson, Joe C., M.A.'38, Texas Tech. Col.; Supt. of Sch., San Marcos, Texas, since 1953.
- Irvin, William Buel, A.B.'21, Simmons Col.; M.A.'27, Simmons Univ.; Ed.D.'39, Univ. of Texas; Supt. of Sch., Highland Park, Texas, since 1944.
- Jackson, Eugene, Bus. Mgr., Pub. Sch., Galveston, Texas.
- Jackson, Frank M., B.A.'28, Southwestern Univ.; Tom Green Co. Supt. of Sch., San Angelo, Texas, since 1939.
- Jennings, Morris S., B.B.A.'31, M.B.A.'38, Univ. of Texas; Supt. of Sch., South San Antonio, Texas, since 1943.
- Jenson, J. Justin, M.S.'40, Univ. of Houston; Supt., Barbers Hill Independent Sch. Dist., Mont Belvieu, Texas, since 1932.
- Johnson, Henry W., B.B.A.'48, North Texas State Col.; Co. Supt. of Sch., Montague, Texas, since 1951.
- Johnson, Lee, B.A.'24, Simmons Univ.; M.S.'38, Univ. of Southern Calif.; Supt. of Sch., Phillips, Texas, since 1946.
- Johnson, Leroy W., B.S.'24, North Texas State Tchrs. Col., Denton; M.A.'29, Univ. of Colo.; Supt. of Sch., Stamford, Texas, since 1928.
- Johnson, R. H., B.S.'29, Sam Houston State Tchrs. Col. (Texas); Anderson Co. Supt. of Pub. Instr., Palestine, Texas, since 1943.
- Johnson, T. H., A.B.'23, Baylor Univ.; M.A.'35, Univ. of Texas; Supt. of Sch., Taylor, Texas, since 1947.
- Jones, J. Ernest, B.S.'34, McMurry Col.; M.Ed.'51, Texas Tech. Col.; Lamb Co. Supt. of Sch., Littlefield, Texas, since 1942.
- Jones, J. W., B.A.'30, West Texas State Tchrs. Col., Canyon; M.A.'39, Texas Tech. Col.; Supt., Sligo Independent Sch. Dist., Denver City, Texas, since 1940.
- Jones, M. E., B.S., North Texas State Col.; M.A.'40, Univ. of N. Mex.; Supt. of Sch., Hearne, Texas, since 1948.
- Jordan, W. L., M.A.'37, Baylor Univ.; Supt. of Sch., Crockett, Texas, since 1939.
- Justiss, Thomas S., M.A.'37, Univ. of Texas; Supt. of Sch., Paris, Texas, since 1946.
- Kaderli, Fred, B.A.'24, Southwest Texas State Tchrs. Col.; M.A.'28, Univ. of Texas; Supt., Pharr-San Juan-Alamo Independent Sch. Dist., Pharr, Texas, since 1953.
- Kavanaugh, Allen, B.A.'35, East Texas State Tchrs. Col.; M.A.'41, West Texas State Tchrs. Col.; Supt. of Sch., New London, Texas, since 1949.
- Kelley, Claude, A.B.'39, Central Normal Col.; M.S.'47, Ed.D.'53, Ind. Univ.; Asst. Prof. of Educ., North Texas State Col., Denton, Texas, since 1948.
- Key, Billy, B.A.'38, M.A.'42, Texas Tech. Col.; Supt. of Sch., Sundown, Texas, since 1946.
- Kimbrough, B. D., B.S.'35, A.B.'38, M.A.'39, East Texas State Tchrs. Col.; Supt. of Sch., Rockwall, Texas, since 1948.
- Kinard, Knox, B.A.'31, West Texas State Tchrs. Col.; M.A.'41, Univ. of Texas; Supt. of Sch., Pampa, Texas, since 1945.
- King, James D., M.S.'39, Southern Methodist Univ.; Supt. of Sch., Brownwood, Texas, since 1947.
- Kirk, Dwight L., Univ. of Texas, Austin, Texas.
- Klingeman, Jack D., M.A.'48, Southwest Texas State Tchrs. Col.; Supt. of Sch., Devine, Texas, since 1944.
- Kruse, M. F., M.S.'44, North Texas State Col.; Supt. of Sch., West, Texas, since 1946.
- Lamkin, G. A., Jr., B.S.'35, Sam Houston State Tchrs. Col.; M.S.'42, Univ. of Houston; Supt. of Sch., Cypress, Texas, since 1947.
- Landolt, C. D., "Cap", B.A.'32, M.A.'35, Austin Col.; Supt. of Clear Creek Consol. Independent Sch. Dist., League City, Texas, since 1953.
- Landrum, C. R., M.A.'48, Southwest Texas State Tchrs. Col., San Marcos; Supt. of Pub. Sch., Cotulla, Texas, since 1948.
- Landrum, H. M., D.Ed.'49, Univ. of Houston; Supt., Spring Branch Independent Sch. Dist., Houston, Texas, since 1941.
- Lane, Jack, M.A.'39, Southwest Texas State Tchrs. Col., San Marcos; Supt. of Pub. Sch., Poth, Texas, since 1935.
- Langwith, J. E., A.B.'13, Southwestern Univ.; M.A.'29, Southern Methodist Univ.; Supt. of Sch., Terrell, Texas, since 1923.
- *Lanier, Raphael O'Hara, A.B.'22, D.Ped.'44, Lincoln Univ.; M.A.'28, Stanford Univ.; D.H.L.'47, Univ. of Liberia, Monrovia, Liberia; Pres., Texas Southern Univ., Houston, Texas, since 1948.
- Larsen, A. R., Macmillan Co., Dallas, Texas.
- Lasater, Ira L., B.S.'38, M.S.'47, North Texas State Tchrs. Col.; Prin., Elem. Sch., Irving, Texas, since 1953.
- Laycock, Huelyn W., M.A.'49, West Texas State Col.; Supt. of Sch., White Deer, Texas, since 1951.
- Lee, Umphrey, B.A.'14, Trinity Univ.; M.A.'16, Southern Methodist Univ.; D.D.'28, Trinity Univ.; Ph.D.'31, Columbia Univ.; Litt.D.'40, Southwestern; LL.D.'42, Ohio Wesleyan Univ.; Pres., Southern Methodist Univ., Dallas, Texas, since 1939.
- Lemmons, Charles A., B.S.'35, M.A.'38, Southwest Texas State Tchrs. Col., San Marcos; Supt. of Sch., LaGrange, Texas, since 1946.
- Lewis, Paul J., B.S.'36, Southwest Texas State Tchrs. Col.; M.Ed.'49, Texas Univ.; Supt. of Sch., Garwood, Texas, since 1951.
- Lindsey, Charles A., Supt. of Sch., Nocona, Texas, since 1953.
- Lippscomb, Roland Arthur, B.S.'30, N. Texas State Tchrs. Col., Denton; Supt. of Sch., Wink, Texas, since 1946.
- Little, Alfred T., M.S.'46, East Texas State Tchrs. Col.; Research Asst., CPEA, Univ. of Texas, Austin, Texas, since 1952.
- Lockey, J. H., Dist. Supt. of Sch., Liberty, Texas.
- Loftin, James Otis, M.A.'25, Colo. State Col. of Educ., Greeley; Pres., San Antonio Col., San Antonio, Texas, since 1941.

- Loos, Alfred J., A.B.'10, Grinnell Col.; Dist. Prin., Cumberland Sch., since 1942, and Prin., William B. Travis Sch., Dallas, Texas.
- Loveday, John H., B.S.'34, Univ. of Texas; M.A.'48, Texas Western Col.; Asst. Dir., Field Serv., Texas State Tchrs. Assn., Austin, Texas, since 1952.
- Low, J. Ray, M.S.'41, East Texas State Tchrs. Col., Commerce; Supt. of Sch., Athens, Texas, since 1946.
- Lowman, Hermon, B.A.'24, Southwest Texas State Tchrs. Col., San Marcos; M.A.'25, Univ. of Texas; Ph.D.'30, Univ. of Chicago; Pres., Sam Houston State Tchrs. Col., Huntsville, Texas, since 1942.
- Lux, Clara, M.A.'39, Baylor Univ.; Prin., Bell's Hill Elem. Sch., Waco, Texas, since 1944.
- Lyon, Robert E., B.S.'36, Southwest Texas State Tchrs. Col.; M.A.'41, Baylor Univ.; Supt. of Independent Sch., Riesel, Texas, since 1947.
- McCollum, T. E., B.A.'28, Herdin-Simmons Univ.; M.A.'40, Texas Tech. Col.; Supt. of Sch., McAllen, Texas, since 1947.
- McCord, Weldon, B.S.'36, East Texas State Col.; Supt. of Sch., New Boston, Texas, since 1949.
- McDaniel, R., M.A.'26, Univ. of Texas, Supt. of Sch., Denison, Texas, since 1937.
- McDonald, Leslie C., B.S.'21, Southwest Texas State Tchrs. Col., San Marcos; M.A.'30, Ph.D.'34, Univ. of Texas; Dir. of Attendance and Census, Pub. Sch., Houston, Texas, since 1945.
- McIntosh, Jack Boyd, B.S.'37, M.S.'45, East Texas State Tchrs. Col.; Supt. of Independent Sch. Dist., Magnolia, Texas, since 1931.
- McKay, Robert H., M.A.'37, Southern Methodist Univ.; Asst. Supt. of Sch. in charge of Admin., Dallas, Texas.
- McKenzie, James O., B.S.'36, Sam Houston State Tchrs. Col.; M.Ed.'50, Southwest Texas State Tchrs. Col.; Supt. of Sch., Greeland, Texas, since 1952.
- McKinney, D. Y., B.S.'34, M.S.'39, East Texas State Tchrs. Col.; Supt. of Sch., Roton, Texas, since 1950.
- McNiel, Joe B., B.A.'29, North Texas State Tchrs. Col., Denton; M.A.'33, Southern Methodist Univ.; Supt. of Sch., Wichita Falls, Texas, since 1947.
- McPherson, E. W., A.B.'27, Baylor Univ.; M.S.'47, North Texas State Col., Denton; Supt. of Sch., Nocona, Texas, 1945-53. Address, Box 210, Nocona, Texas.
- Malish, William, B.A.'43, Southwestern Univ.; Supt. of Sch., Thrall, Texas, since 1946.
- Matcom, O. W., B.A.'36, M.A.'49, Texas Tech. Col.; Supt. of Sch., Levelland, Texas, since 1947.
- Marecek, Peter S., A.B.'32, Howard Payne Col.; Supt. of Sch., Pawnee, Texas, since 1936.
- Martini, Edwin D., A.B.'23, Abilene Christian Col.; M.S.'27, Texas Agri. and Mech. Col.; Ed.D.'41, Colo. State Col. of Educ.; Asst. Supt., Research and Pupil Accounting, Houston, Texas, since 1950.
- Martin, Quintin M., B.A.'26, M.A.'38, Univ. of Texas; Supt., Independent Sch. Dist., Carthage, Texas, since 1927.
- Martin, Wesley N., B.S.'39, M.S.'46, North Texas State Col.; Dir. of Special Serv., Midland, Texas, since 1951.
- Mertin, Weyman E., M.A.'41, Sam Houston State Tchrs. Col. (Texas); Asst. Supt. of Sch., Kountze, Texas.
- Meson, Byron D., M.A.'36, Stephen F. Austin State Tchrs. Col., Nacogdoches, Texas; Supt., Leversitt's Chapel Independent Sch. Dist., Overton, Texas, since 1937.
- Meson, J. Marcus, B.S.'40, M.A.'50, Sam Houston State Tchrs. Col. (Texas); Houston Co. Supt. of Sch., Crockett, Texas, since 1947.
- Methews, Clarke A., B.S.'27, Texas Agri. and Mech. Col.; M.A.'37, Univ. of Texas; Supt. of Sch., Nederland, Texas, since 1946.
- Matthews, Benjamin Albion, B.A.'27, Southwestern Univ.; M.A.'30, Southern Methodist Univ.; Prin., South Oak Cliff H. S., Dallas, Texas.
- Matthews, Don E., B.J.'33, Univ. of Mo.; M.A. in Ed.'47, North Texas State Col.; Asst. to the Supt. of Sch., Dallas, Texas, since 1949.
- Matthews, J. C., B.A.'25, North Texas State Col.; M.A.'28, Ph.D.'32, George Peabody Col. for Tchrs.; Pres., North Texas State Col., Denton, Texas, since 1951.
- Mauldin, W. D., B.A.'33, Herdin-Simmons Col., M.A.'38, Univ. of Texas; Supt. of Sch., Jacksonville, Texas, since 1950.
- Meecham, W. A., M.A.'37, Colo. State Col. of Educ., Greeley; Asst. Supt. of Sch., Fort Worth, Texas, since 1951.
- Merrell, J. B., B.S.'34, M.S.'38, North Texas State Tchrs. Col., Denton; Supt. of Sch., Stephenville, Texas, since 1944.
- Meyer, A. M., A.B.'20, M.A.'25, Ind. Univ.; Ph.D.'33, George Peabody Col. for Tchrs.; Pres., Amarillo Col., Amarillo, Texas, since 1946.
- Meyers, W. H., B.S.'27, M.S.'35, Texas A. & M. Col.; Desn., Alvin Jr. Col., Alvin, Texas, since 1939.
- Miller, David F., B.S.'36, McMurry Col.; M.M.'49, Univ. of Texas; Prin. of Franklin Sch., Port Arthur, Texas, since 1950.
- Miller, Fred, B.A.'41, Howard Payne Col.; Supt. of Sch., Abernathy, Texas, since 1947.
- Miller, Homer L., B.S.'35, North Texas State Col., Denton; M.Ed.'49, Texas Univ.; Supt. of Sch., Coahoma, Texas, since 1952.
- Miller, Oscar E., B.A.'32, M.A.'35, Univ. of Texas; Asst. Dist. Supt. of Sch. in charge of Jr. and Sr. Sch., San Antonio, Texas, since 1947.
- Miller, Vincent W., B.S.'29, Sam Houston State Tchrs. Col. (Texas); M.A.'35, Univ. of Colo.; Supt. of Sch., Pasadena, Texas, since 1945.
- Mills, Hubert Lawrence, Diploma '11, Sam Houston State Tchrs. Col. (Texas); LL.B.'15, Houston Law Sch.; LL.D.'31, Southwestern Univ.; Ph.D.'32, Webster Univ.; Bus. Mgr., Pub. Sch., Houston, Texas, since 1922.
- Mills, Robert E., M.A.'43, Sam Houston State Tchrs. Col., Huntsville, Texas; Supt. of Sch., Sabinal, Texas, since 1946.
- Mize, Gilbert, B.A.'32, Sul Ross State Tchrs. Col., Alpine, Texas; M.A.'39, Texas Tech. Col.; Supt. of Sch., Perryton, Texas, since 1948.

- Moffett, F. L., B.S.'24, Sam Houston State Tchrs. Col., Huntsville, Texas; M.S.'29, Texas Agrl. and Mech. Col.; Supt. of Sch., Center, Texas, since 1926.
- Monroe, Frank, B.S.'33, West Texas State Tchrs. Col., Canyon; M.A.'41, Colo. State Col. of Educ., Greeley; Supt. of Sch., Midland, Texas, since 1941.
- Moore, Elmer J., B.A.'30, M.A.'40, Texas Tech. Col.; Supt. of Sch., Shamrock, Texas, since 1945.
- Moore, Hollis A., B.S. in Ed.'27, Southwest Mo. State Tchrs. Col., Springfield; M.A.'32, Univ. of Mo.; D.Ed.'47, Univ. of Texas; Supt. of Sch., Tyler, Texas, since 1951.
- Moore, J. D., B.S.'34, M.S.'38, N. Texas State Tchrs. Col., Denton; Pres., Victoria Col., Victoria, Texas, since 1948.
- Moore, Joe Preston, B.S.'25, North Texas State Tchrs. Col., Denton; M.A.'28, Colo. State Col. of Educ., Greeley; LL.D.'48, Texas Christian Univ.; Supt. of Sch., Fort Worth, Texas, since 1946.
- Moorman, J. M., M.S.'45, Texas Agrl. and Mech. Col.; Supt. of Sch., Hempstead, Texas, since 1950.
- Moreland, William E., M.A.'36, Columbia Univ.; LL.D.'45, Southwestern Univ.; Supt. of Sch., Houston, Texas, since 1945.
- Morgan, R. S., B.A.'31, Southwest Texas State Tchrs. Col., San Marcos; M.A.'36, Univ. of Texas; Supt. of Sch., Bishop, Texas, since 1952.
- Morris, John T., B.S.'33, M.S.'40, North Texas State Tchrs. Col.; Supt. of Sch., O'Donnell, Texas, since 1951.
- Morris, M. B., B.A.'34, Univ. of Texas; M.A.'42, Colo. State Col. of Educ., Greeley; Supt. of Sch., Uvalde, Texas, since 1947.
- Morton, Ohland, A.B.'25, Southeastern Okla. Tchrs. Col.; M.A.'29, Univ. of Okla.; Ph.D.'39, Univ. of Texas; Supt. of Sch., Edinburg, Texas, since 1952.
- Moseley, W. H., M.A.'46, North Texas State Col.; Collin Co. Supt. of Sch., McKinney, Texas, since 1950.
- Moses, J. L., B.S.'28, Sam Houston State Tchrs. Col. (Texas); M.S.'35, Texas Agrl. and Mech. Col. System; Dir. of Tchr. Tr. in Voc. Educ., Sam Houston State Tchrs. Col., Huntsville, Texas, since 1938.
- Moss, Hubert H., M.S.'35, North Texas State Col.; Co. Supt. of Sch., Gainesville, Texas, since 1946.
- Mossman, Hobart F., M.A.'36, Northwestern Univ.; LL.D.'49, Morningside Col.; Pres., Hockaday Sch., Dallas, Texas, since 1946.
- Murphy, M. D., B.S.'32, Texas Christian Univ.; M.A.'41, Southern Methodist Univ.; Supt. of Sch., Cleburne, Texas, since 1950.
- Muse, E. W., B.A.'13, Texas Christian Univ.; Prin., Stephen F. Austin and San Jacinto Sch., Dallas, Texas (retired).
- Neale, D. E., Southern Mgr., Lyons and Carnahan, 501 Elm Street, Dallas, Texas, since 1916.
- *Nelson, Charles R., B.A.'35, Eastern Wash. Col. of Educ., Cheney; M.A.'43, Ed.D.'50, Tchrs. Col., Columbia Univ.; Asst. Supt. of Elem. Sch., Houston, Texas, since 1950.
- Nelson, George K., B.S.'36, Southwest Texas State Tchrs. Col.; M.Ed.'50, Univ. of Houston; Supt. of Tidehaven Sch., Blessing, Texas, since 1942.
- Niehola, H. H., A.B.'29, Abilene Christian Col.; M.E.'46, Texas Tech. Col.; Supt. of Pub. Sch., Ralls, Texas, since 1950.
- Norman, Loyal V., B.S.'37, Ark. A. and M. Col.; M.S.'40, Okla. A. and M. Col.; M.Ed.'50, Ed.D.'53, George Peabody Col. for Tchrs.; Suprv. of Instr. for Grimes Co., Navasota, Texas, since 1953.
- Norwood, Pat H., B.A.'25, East Texas State Tchrs. Col.; M.A.'28, George Peabody Col. for Tchrs.; Ph.D.'47, Univ. of Texas; Dir. of Pub. Serv. and Prof. of Educ., Southwest Texas State Tchrs. Col., San Marcos, Texas, since 1939.
- Norwood, W. Howard, B.A.'16, Univ. of Texas; M.A.'36, Tchrs. Col., Columbia Univ.; Supt. of Sch., Corsicana, Texas, since 1931.
- Notley, Llewellyn, M.A.'33, Univ. of Texas; Supt. of Sch., Teague, Texas, since 1920.
- Nuckols, Bert R., M.S.'41, West Texas State Col.; Co. Supt. of Sch., Pampa, Texas, since 1951.
- *Oberholzer, Edison Ellsworth, Ph.B.'10, M.A.'15, Univ. of Chicago; LL.D.'21, Univ. of Tulsa; Ph.D.'34, Columbia Univ.; Pres., Dept. of Superintendence, 1934-35; Honorary Life Member, American Assn. of Sch. Admin.; Pres. Emeritus, Univ. of Houston since 1950. Address: 1708 W. Alabama St., Houston 6, Texas.
- Odell, Newell H., B.A.'43, Howard-Payne Col.; M.A.'52, Hardin-Simmons Univ.; Supt. of Sch., Childress, Texas, since 1952.
- Ogg, James T., B.S.'37, Stephen F. Austin State Tchrs. Col., Nacogdoches, Texas; M.Ed.'41, Univ. of Texas; Supt. of Pine Tree Sch., Greggton, Texas, since 1946.
- Ogg, Terrell W., B.S.'35, Stephen F. Austin State Tchrs. Col., Nacogdoches, Texas; M.Ed.'42, Univ. of Texas; Supt. of Brazosport Independent Sch. Dist., Freeport, Texas, since 1946.
- Otto, Henry J., Ph.D.'31, Univ. of Minn. Address: Col. of Educ., Univ. of Texas, Austin, Texas.
- Owen, Harvey E., B.S.'39, M.S.'49, Texas Technological Col.; Supt. of Cooper Rural H. S., Lubbock, Texas, since 1951.
- Owens, C. M., A.A.'33, Lon Morris Col.; B.S.'35, M.A.'39, Sam Houston State Tchrs. Col., San Marcos, Texas; Supt., Independent Sch. Dist., Livingston, Texas, since 1951.
- Owens, H. A., M.E.'52, Texas Tech. Col.; Supt. of Independent Sch. Dist., Morton, Texas.
- Owensby, Jesse A., Supt. of Sch., Warren, Texas, since 1952.
- Parnell, John F., B.A.'20, Union Univ.; M.A.'35, George Peabody Col. for Tchrs.; Supt. of City Sch., Jasper, Texas, since 1924.
- Parrish, J. D., B.S.'37, Univ. of Texas; M.S.'49, East Texas State Tchrs. Col.; Supt., Independent Sch. Dist., Danglerfield, Texas, since 1952.
- Parsons, Floyd W., M.A.'45, Univ. of Texas; Supt. of Sch., Beeville, Texas, since 1952.
- Payne, (Mrs.) Bertha S., Prin. of Elem. Sch., Houston, Texas.
- Pearce, J. J., M.A.'43, Southern Methodist Univ.; Supt. of Sch., Richardson, Texas, since 1946.
- Pearson, H. D., B.S.'34, M.E.'49, East Texas State Tchrs. Col. Address: 1115 Ave. A., Garland, Texas.

TEXAS

- Peay, Austin L., M.A.'41, Baylor Univ.; Supt. of Sch., Kenedy, Texas, 1948-52. Address: Box 893, Elsa, Texas.
- Peebles, Lee, A.B.'27, Texas Christian Univ.; Bus. Mgr., Pub. Sch., Killeen, Texas, since 1953
- Pena, William M., B.S.'42, B.Arch.'48, Agri. and Mech. Col. of Texas. Partner in Caudill, Rowlett and Scott, Box 1351, College Station, Texas, since 1948.
- Perry, Oliver Floyd, B.A.'29, Southwestern Univ., Supt. of Sch., Round Rock, Texas, since 1938
- Peters, J. V., M.S. in Ed.'46, Univ. of Idaho; Pres., Southwestern Jr. Col., Keene, Texas, since 1946
- Peters, Joe, Prin., T. G. Terry Sch., Dallas, Texas
- Petty, T. O., B.S.'36, M.S.'41, Texas Tech. Col., Hockley Co. Supt. of Sch., Levelland, Texas, since 1939.
- Phillips, A. W., B.S.'32, Stephen F. Austin State Tchrs. Col., Nacogdoches; M.Ed.'49, Univ. of Texas; Supt. of Independent Sch. Dist., Mt. Enterprise, Texas, since 1948
- Phipps, Raymond W., B.Ed.'33, Eastern Ill. State Tchrs. Col., Charleston, M.A.'35, Ohio State Univ., Dir., Adult Educ., Houston, Texas, since 1949.
- Pipes, Wesley O., A.B. and M.A.'26, Baylor Univ.; Prin., North Dallas H. S., Dallas, Texas, since 1945.
- Pittenger, Burt, Pres., Sharp and Co., Dallas, Texas, since 1940.
- Pittenger, William A., LL.B.'40, Univ. of Texas, Exec. Vicepres., Sharp and Co., Dallas, Texas, since 1950.
- Porter, T. N., B.S.'26, North Texas State Col., Denton; Asst. Supt. of Sch., Austin, Texas, since 1951.
- Portwood, Thomas B., B.S.'19, Kansas State Tchrs. Col., Emporia; A.M.'22, Columbia Univ.; D.Litt.'47, Trinity Univ., Supt. of Sch., San Antonio, Texas, since 1946.
- Potter, Ernest H., B.A.'21, M.A.'30, LL.D.'49, Baylor Univ., Pres., Texas Col. of Arts and Indus., Kingsville, Texas, since 1948.
- *Proffer, Robert L., B.S.'35, M.S.'37, North Texas State Col.; Asst. Prof. of Educ. Admin. and Government at North Texas State Col., Denton, Texas, since 1949.
- Pryor, Guy C., B.A.'29, North Texas State Tchrs. Col., Denton, M.A.'36, Southern Methodist Univ.; Supt. of Sch., Grand Saline, Texas, since 1946.
- Rallsback, H. F., M.A.'38, Texas Tech. Col.; Supt. of Sch., Dalhart, Texas, since 1950.
- Randolph, W. H., Dir., South Texas Colleges, Houston, Texas.
- Ratliff, John A., B.S.'26, North Texas State Col.; M.A.'34, Univ. of Texas; Prin., Marshall Jr. H. S., Houston, Texas, since 1942
- Raynes, L. F., B.S.'37, East Texas State Tchrs. Col., Supt. of Sch., Crandall, Texas, since 1946.
- Reagan, G. H., Prin., Lida Hooe Sch., Dallas, Texas.
- Reed, J. Herman, B.A.'41, M.Ed.'50, East Texas State Tchrs. Col., Supt. of Pub. Sch., Duncanville, Texas, since 1951.
- Reynolds, C. A., M.A.'46, Sul Ross Col.; Supt. of Pub. Sch., Brady, Texas, since 1951.
- Reynolds, James W., B.A.E.'30, Ark. State Tchrs. Col., Conway; M.A.'34, State Univ. of Iowa; Ph.D.'45, Univ. of Chicago; Prof. of Jr. Col. Educ., Univ. of Texas, Austin, Texas, since 1948.
- Reynolds, Roland, B.B.A.'32, M.B.A.'37, Univ. of Texas; Supt. of Sch., Franklin, Texas, since 1946.
- Rhodes, J. E., B.S.'34, North Texas State Tchrs. Col.; M.E.'39, Southern Methodist Univ.; Supt. of Sch., Van, Texas, since 1930.
- Richardson, Albert, Prin. of Jr. H. S., Burkburnett, Texas
- Richardson, Frank W., B.A.'28, East Texas State Tchrs. Col.; M.A.'31, Southern Methodist Univ.; Supt. of Sch., Henrietta, Texas, since 1934.
- Richardson, L. S., B.S.'45, M.E.'48, Texas Agri. and Mech. Col.; Supt. of A. and M. Consol. Sch., College Station, Texas, since 1949.
- Riley, Richard F., Supt. of Sch., Anahuac, Texas.
- Roach, Truett A., M.A.'33, Baylor Univ.; Supt. of Sch., Victoria, Texas, since 1947.
- Robbins, Edward T., B.B.A.'26, Univ. of Texas, M.S.'33, Agri. and Mech. Col. of Texas; Dist. Supt. of Sch., Alamo Heights, Texas, since 1947.
- Roberts, Charles T., B.A.'36, East Texas State Tchrs. Col.; M.Ed.'47, Univ. of Colo.; Supt. of Sch., Wellington, Texas, since 1949.
- Roberts, L. A., B.S.'27, North Texas State Tchrs. Col.; M.A.'29, Southern Methodist Univ.; Co. Supt. of Sch., Dallas, Texas, since 1951.
- Robertson, Rankin, B.S. in Ed.'33, Texas Col. of Arts and Indus.; Supt. of Sch., Bloomington, Texas, since 1944.
- Robinson, Lyman D., B.S.'28, North Texas State Tchrs. Col.; B.A. and M.A.'32, Austin Col.; Supt. of Independent Sch., Whitesboro, Texas.
- Robinson, Wm. J., B.S.'39, State Tchrs. Col., Millersville, Pa.; M.Ed.'41, Ph.D.'49, Temple Univ.; Dir. of Research, Dallas Independent Sch. Dist., Dallas, Texas, since 1949.
- Rodgers, John O., B.A.'35, Southwestern Univ. (Texas); M.A.'40, Univ. of Texas; Asst. Supt. of Sch., Midland, Texas, since 1953.
- Rogers, Charles M., A.B.'13, Miss. Col.; M.A.'31, Texas Tech. Col.; Supt. of Sch., Amarillo, Texas, since 1935.
- Rogers, J. C., Jr., B.A.'32, Stephen F. Austin Tchrs. Col., Nacogdoches; M.A.'40, Univ. of Texas, Supt. of Sch., West Columbia, Texas, since 1946.
- Rogers, T. Guy, M.A.'27, Univ. of Texas; Prin., Thomas Jefferson H. S., San Antonio, Texas, since 1932.
- Rogers, W. C., M.S.'48, East Texas State Tchrs. Col.; Supt., Chapel Hill Independent Sch. Dist., Tyler, Texas, since 1952.
- Ross, (Mrs.) Cecil, B.A.'49, M.A.'50, East Texas State Tchrs. Col.; Dir., Off-Campus Activities, East Texas State Tchrs. Col., Commerce, Texas, since 1950.
- Rowland, K. H., B.S.'36, East Texas State Col.; M.Ed.'41, Texas Tech. Col.; Supt. of Sch., Baird, Texas, since 1949.

- Russell, Harvey D., M.S.'45, Stephen F. Austin State Col.; Supt., Union Grove H. S., Gladewater, Texas, since 1952.
- Sartain, James F., B.A.'31, North Texas State Col.; M.A.'35, Univ. of Texas; Dallas Co. Supvr. of Jr. H. S., Dallas, Texas, since 1945.
- Schiebel, Walter J. E., B.S. in M.E.'16, M.A.'32, Univ. of Rochester; Prin., N. R. Crozier Tech. H. S., Dallas, Texas, since 1932.
- Scott, (Mrs.) Florence J., M.A.'40, Univ. of Texas; Dist. Supt. of Sch., Roma, Texas, since 1948.
- Selby, R. A., B.A.'29, M.A.'34, Univ. of Okla.; Asst. Supt. of Sch., Amarillo, Texas, since 1950.
- Self, Lester D., B.A.'26, Sam Houston State Tchrs. Col.; M.A.'35, Univ. of Texas; Bus. Mgr., Pub. Sch., Silsbee, Texas, since 1951.
- Sellers, Mary, Prin., James Stephen Hogg Sch., Dallas, Texas.
- Shea, James T., B.A.'15, M.A.'24, Univ. of Detroit; Dir. of Curriculum and Research, Bd. of Educ., San Antonio, Texas, since 1922.
- Shelby, Thomas Hall, Dean, Div. of Extension, Univ. of Texas, Austin, Texas.
- Shelton, P. W., B.A.'25, M.A.'38, Baylor Univ.; Supt. of La Vega Pub. Sch., Waco, Texas, since 1929.
- Sheppard, J. Hall, B.A.'19, Univ. of Texas; M.A.'25, Austin Col.; Supt. of Harris Co. Sch., Houston, Texas, since 1940.
- Shulkey, Bruce C., B.S.'16, LL.D.'52, Baylor Univ.; M.A.'31, Texas Tech. Col.; LL.D.'50, Texas Wesleyan Col.; Asst. Supt. in chg. of Elem. Sch., Fort Worth, Texas, since 1935.
- Sigler, E. A., B.S.'28, North Texas State Tchrs. Col.; Supt. of Sch., Plano, Texas, since 1927.
- Silk, Charles E., M.S.'48, North Texas State Col.; Co. Supt. of Sch., Denton, Texas, 1943-53.
- Silk, W. O., B.S.'35, North Texas State Col.; M.S., Austin Col.; Supt. of Sch., Frisco, Texas, since 1949.
- Simpson, Randell, B.S.'42, Daniel Baker Col.; M.S.'48, North Texas State Col.; Supt. of Sch., Keller, Texas, since 1948.
- Singletary, Frank L., B.S.'35, Stephen F. Austin State Tchrs. Col., Nacogdoches, Texas; M.Ed.'42, Southern Methodist Univ.; Supt. of Sch., Troup, Texas, since 1948.
- Singletary, James D., B.S.'44, N. Y. State Col. for Tchrs., Buffalo; A.M.'46, Ph.D.'50, Univ. of Chicago; Head, Dept. of Educ., Prairie View A. and M. Col., Prairie View, Texas, since 1950.
- Singleton, Con, Pub. Sch. Tchr., Houston, Texas.
- Singleton, Gordon G., Diploma'19, Cambridge Univ., England; B.S.'19, Univ. of Ga.; M.A.'24, Tchrs. Col., Columbia Univ.; Ph.D.'25, Columbia Univ.; D.Litt.'40, Baylor Univ.; Sch. of Educ., Baylor Univ., Waco, Texas.
- Slayton, R. E., M.A.'39, Univ. of Texas; Supt. of Sch., Longview, Texas, since 1952.
- Smith, E. W., B.S.'32, Texas Col. of Arts and Indus.; M.A.'36, Colo. State Col. of Educ.; Supt. of Sch., Fort Stockton, Texas, 1947-53. Address: 2111 Brun St., Houston, Texas.
- Snow, Deskin D., B.S.'25, Southwest Texas State Tchrs. Col.; Nueces Co. Supt. of Sch., Corpus Christi, Texas, since 1929.
- South, Olaf G., Supt. of Sch., Sweetwater, Texas, since 1952.
- Sowers, R. M., B.S.'33, Sam Houston State Tchrs. Col., Huntsville, Texas; M.S.'38, Agrl. and Mech. Col. of Texas; Supt., Independent Sch. Dist., Hardin, Texas, since 1945.
- Spann, Robert W., B.S.'36, Panhandle A. & M. Col. (Okla.); M.S. in Adm.Ed.'43, Okla. A. & M. Col.; Supt. of Springlake Sch., Earth, Texas, since 1951.
- Sparks, Robert Burdette, M.A.'26, Univ. of Chicago; Prin., Robert E. Lee H. S., Baytown, Texas, since 1931.
- Speer, James B., Sr., B.S.'29, West Texas State Col.; M.A.'33, Texas Tech. Col.; Ed.D.'45, Univ. of Texas; Dir., Tchr. Educ., Pan American Col., Edinburg, Texas.
- Stafford, R. E., B.A.'29, Howard Payne Col.; M.Ed.'41, Univ. of Texas; Supt. of Sch., Three Rivers, Texas, since 1949.
- Stevens, Archie, B.S.'40, Daniel Baker Col.; Supt. of Sch., Stinnett, Texas, since 1948.
- Stevens, Rudolph Harroll, B.S.'27, Southwest Texas State Tchrs. Col.; M.S.'34, Univ. of Chicago; Supt. of Sch., Boling, Texas, since 1950.
- Stilwell, H. W., B.A.'09, M.A.'19, Univ. of Texas; LL.D. Southwestern Univ.; Supt. of Sch. and Pres., Texarkana Col., Texarkana, Texas, since 1920.
- Streng, Arthur A., A.B.'33, Baldwin-Wallace Col.; Asst. Mgr., American Book Co., Cincinnati Div., Dallas, Texas, since 1953.
- Strevel, Wallace H., A.B.'29, M.A.'37, N. Y. State Col. for Tchrs., Albany; Ed.D.'48, Tchrs. Col., Columbia Univ.; Chmn., Dept. of Educ. Admin., Univ. of Houston, Houston, Texas, since 1951.
- Strickland, Chester O., M.A.'39, Univ. of Texas; Supt. of Sch., Denton, Texas, since 1947.
- Stroble, M. D., M.Ed.'36, Univ. of Texas; Supt. of Sch., Poteet, Texas, since 1939.
- Swim, Keith D., M.A.'49, Colo. State Col. of Educ., Supt. of Independent Sch. Dist. 903, Saint Jo, Texas, since 1950.
- Swinburn, W. V., B.S.'33, North Texas State Col.; M.Ed.'35, Texas Tech. Col.; Supt. of Sch., Tulia, Texas, since 1947.
- Tallman, Pearle, A.B.'20, Iowa State Tchrs. Col., Cedar Falls; M.A.'28, Columbia Univ.; Asst. Supt. of Sch., Houston, Texas, since 1941.
- Tarter, C. W., M.A.'36, Texas Tech. Col.; Supt. of Sch., Lamesa, Texas, since 1952.
- Taylor, James E., B.S.'33, Sam Houston State Tchrs. Col., Huntsville, Texas; M.S.'40, Texas Agrl. and Mech. Col.; Supt. of Sch., Katy, Texas, since 1946.
- Taylor, L. L., M.A.'50, Univ. of Houston; Supt. of Hampshire-New Holland Independent Sch. Dist., Hamshire, Texas, since 1952.

TEXAS

- Tennyson, Charles H., B.S.'25, East Texas State Tchrs. Col.; M.A.'36, Southern Methodist Univ.; Exec. Secy., Texas State Tchrs. Assn., Austin, Texas.
- Thomas, (Mrs.) Jessie Grier, B.S.'49, West Texas State Col.; Supt. of Cottle Co. Sch., Paducah, Texas, since 1947.
- Thomas, W. G., Jr., M.A.'47, Texas Christian Univ.; Supt. of Birdville Sch., Ft. Worth, Texas, since 1943.
- Thompson, Fred M., B.A.'29, Southern Methodist Univ.; M.A.'41, Univ. of Texas; Supt. of Sch., Fredericksburg, Texas, since 1953.
- Thompson, G. E., A.B.'32, Trinity Univ.; M.Ed.'42, Univ. of Texas, Supt. of Sch., Kermit, Texas, since 1948.
- Tunnell, Lenore M., A.B.'34, M.A.'43, Texas Tech. Col.; Lynn Co. Supt. of Sch., Tahoka, Texas, since 1939.
- Turner, Robert L., M.S.'39, North Texas State Col.; Supt. of Pub. Sch., Carrollton, Texas, since 1945.
- Ulrich, Felix H., B.S.'24, Univ. of Wis.; M.A.'29, Ph.D.'37, Univ. of Texas, Chmn., Dept. of Educ., Trinity Univ., San Antonio, Texas, since 1942.
- Umstadt, James Greenleaf, B.S. in Ed.'18, M.A.'24, Univ. of Mo.; Ph.D.'30, Univ. of Minn.; Litt.D.'46, Univ. of Bordeaux, France; Prof. of Sec. Educ., Univ. of Texas, Austin, Texas, since 1938.
- Vardy, P. L., Jr., B.A.'29, M.A.'37, Texas Tech. Col.; Dist. Supt. of Sch., Slaton, Texas, since 1947.
- Vincent, Joseph J., B.S.'23, La. State Univ. and A. and M. Col.; M.A.'29, Univ. of Texas, Supt., South Park Sch., Beaumont, Texas, since 1947.
- Vineyard, Ray, B.S.'36, West Texas State Tchrs. Col.; M.A.'39, Colo. State Col. of Educ.; Prin., South Ward Sch., Dumas, Texas, since 1951.
- Voelcker, Herbert, B.S.'09, Agri. and Mech. Col. of Texas; Sr. Partner, Herbert Voelcker and Assts., Architects, 1202 Dennis, Houston 4, Texas, since 1945.
- Wadzeck, G. B., B.S.'33, McMurry Col.; M.E.'47, Texas Tech. Col.; Supt. of Sch., San Angelo, Texas, since 1952.
- Waldrip, Rankin C., B.S.'37, M.S.'39, North Texas State Col.; Supt. of Sch., Brookshire, Texas, since 1949.
- Walker, Merle, M.Ed.'47, Univ. of Texas; Supt. of Sch., Idalou, Texas, since 1947.
- Wallace, Howard D., M.A.'45, Stephen F. Austin State Col.; Supt., Carlisle Independent Sch., Price, Texas, since 1951.
- Ward, R. P., B.A.'24, M.A.'26, Univ. of Texas; Pres., Pan American Col.; Edinburg, Texas, since 1931.
- Ware, Thomas L., M.A.'39, Baylor Univ.; Prin., H. S., Waco, Texas.
- Watson, Roy James, B.S.'30, East Central State Col. (Okla.); M.A.'41, Stephen F. Austin State Col. (Texas), Supt. of Independent Sch. Dist., Palmer, Texas, since 1950.
- Webb, J. O., B.A.'14, Southwestern Univ.; M.A.'24, Univ. of Texas; Asst. Supt. of Sch. in charge of Sec. Educ., Houston, Texas, since 1935.
- Wells, A. E., B.A.'31, Abilene Christian Col.; M.A.'36, Colo. State Col. of Educ., Greeley; Supt. of Sch., Abilene, Texas, since 1951.
- Wheat, Hubert L., B.S.'39, East Texas State Tchrs. Col.; Supt. of Consol. Independent Sch., Wionie, Texas, since 1942.
- Wheeler, C. B., B.S.'46, McMurry Col.; M.Ed.'52, Sul Ross State Col., Alpine, Texas; Supt., Grandfalls-Royalty Pub. Sch., Grandfalls, Texas, since 1953.
- White, Frank E., B.A.'29, Sam Houston State Tchrs. Col. (Texas); M.A.'36, Univ. of Texas; Supt. of Sch., Cleveland, Texas, since 1953.
- *White, Warren Travis, B.A.'26, M.A.'31, Univ. of Texas; LL.D.'52, Baylor Univ.; Pres., American Assn. of Sch. Admin., 1950-51; Supt. of Sch., Dallas, Texas, since 1945.
- White, William Richardson, A.B.'17, Howard Payne Col.; Th.D.'24, D.D., Th.M.'27, Southwestern Baptist Theol. Sem.; D.D., '30, Baylor Univ.; Pres., Baylor Univ., Waco, Texas, since 1948.
- Whitehurst, H. O., M.A.'45, Southern Methodist Univ.; Supt. of Sch., Groesbeck, Texas, since 1931.
- Whitley, Ray H., M.A.'43, Southwest Texas State Tchrs. Col.; Supt. of Sch., Pecos, Texas, since 1945.
- Wildman, E. L., B.S.'34, M.A.'44, Southwest Texas State Tchrs. Col.; Supt. of Sch., Kerrville, Texas.
- Wilemon, Tiley C., M.A.'49, Southern Methodist Univ.; Supt. of Sch., Waxahachie, Texas, since 1935.
- Wilkerson, Walter D., M.A.'23, Baylor Univ.; Supt. of Sch., Conroe, Texas, since 1949.
- Williams, Dana, B.S.'40, M.S.'45, Stephen F. Austin State Tchrs. Col. (Texas); Supt. of Sch., Gladewater, Texas, since 1950.
- Williams, Frank L., B.A.'29, M.A.'36, Hardin-Simmons Univ.; Ed.D.'45, Univ. of Texas; Asst. Supt. in charge of Instr., Pub. Sch., Dallas, Texas, since 1949.
- Williams, Nat., M.A.'42, Univ. of Texas; Supt. of Sch., Lubbock, Texas, since 1951.
- Williams, R. L., B.A.'25, Abilene Christian Col.; M.A.'39, Ed.D.'43, Univ. of Texas; Supt. of Sch., Corpus Christi, Texas, since 1951.
- Williams, Robert H., Prio., John H. Regan H. S., Houston, Texas.
- Wilsoo, J. D., Supt. of Independent Sch. Dist., Hillsboro, Texas.
- Wilsoo, Roy P., B.S.'28, M.S.'49, North Texas State Col.; Supt. of Sch., Gainesville, Texas, since 1945.
- Wimbish, W. R., B.A.'30, Abilene Christian Col.; M.A.'36, Univ. of Texas; Supt. of Pub. Sch., Arlington, Texas, since 1941.
- Wiseman, Charles Louis, B.A.'27, M.A.'28, Southern Methodist Univ.; Ph.D.'32, New York Univ.; Dir., Sch. of Educ., Southern Methodist Univ., Dallas, Texas, since 1948.
- Woods, Quata, B.S.'32, North Texas State Col.; M.Ed.'52, Southern Methodist Univ.; Prin., Obadiah Knight Sch., Dallas, Texas, since 1942.
- Wooten, E. A., Supt. of Sch., Dumas, Texas, since 1952.
- Wranosky, Ernest J., M.A.'43, Texas Col. of Arts and Indus.; Supt., Flour Bluff Independent Sch. Dist., Corpus Christi, Texas, since 1946.

- Wright, N. O., B.S.'30, N. Texas State Col.; M.S.'46, E. Texas State Tchrs. Col.; Supt. of Sch., Farmersville, Texas, since 1934.
- Wroten, Joe C., B.A.'35, La. Polytech. Inst.; Supt. of Sch., Pettus, Texas, since 1950.
- Yarbrough, Cecil L., M.A.'39, Southern Methodist Univ.; Supt. of Sch., Snyder, Texas, since 1952.
- Young, F. J., B.A.'31, McMurry Col.; M.A.'39, Univ. of Texas; Supt. of Sch., Seminole, Texas.
- Zevely, Claud, Prin. of Elem. Sch., Pampa, Texas.

INSTITUTIONAL MEMBERS

- W. H. Adamaon High School, Dallas, Texas.
- Ascher Silberstein School, Dallas, Texas.
- Baylor University Library, Box 307, B. U. Station, Waco, Texas.
- N. R. Crozier Technical High School, Dallas, Texas.
- Cumberland School, Dallas, Texas.
- Estill Library, Sam Houston State Tchrs. Col., Huntsville, Texas.
- Forest Avenue High School, Dallas, Texas.
- James B. Bonham School, Henderson and Manett Sts., Dallas, Texas.
- James Stephen Hogg School, Dallas, Texas.
- Jefferson County Education Association, c/o C. E. Doyle, Beaumont, Texas.
- John Henry Brown School, Dallas, Texas.
- Library, Hardin-Simmons Univ., Abilene, Texas.
- Library, Stephen F. Austin State Tchrs. Col., Nacogdoches, Texas.
- Library, Texas Southern Univ., Houston, Texas.
- Library, Texas State College for Women, Denton, Texas.
- Library, West Texas State Teachers College, Canyon, Texas.
- Lida Hooe School, Dallas, Texas.
- Maple Lawn School, Dallas, Texas.
- North Dallas High School, Dallas, Texas.
- Obadiah Knight School, Dallas, Texas.
- Richard Lagow School, Dallas, Texas.
- Sam Houston School, Dallas, Texas.
- San Jacinto School, Dallas, Texas.
- Stephen F. Austin School, Dallas, Texas.
- Stephen J. Hay School, Dallas, Texas.
- Sunset High School, Dallas, Texas.
- T. G. Terry School, Dallas, Texas.
- Texas Southern Univ., 3201 Wheeler Ave., Houston, Texas.
- Trinity Heights School, Dallas, Texas.
- Trinity Univ. Library, Mrs. Theresa R. Simms, Lihnn., San Antonio, Texas.
- University of Houston Libraries, Serial Librarian, 3801 Cullen Blvd., Houston, Texas.
- William B. Travis School, Dallas, Texas.
- William Lipscomb School, Dallas, Texas.
- Woodrow Wilson High School, Dallas, Texas.

UTAH

INDIVIDUAL MEMBERS

- Anderson, Leland E., B.S.'28, M.A.'29, Univ. of Utah; Supt. of Juah Sch. Dist., Nephtli, Utah, since 1952.
- Barnett, Maurice C., B.S.'40, M.S.'49, Brigham Young Univ.; Supt. of Sch., South Sanpete Sch. Dist., Manti, Utah, since 1951.
- Bartlett, William H., Supvr. of Art, Sandy, Utah.
- Bateman, E. Allen, A.B.'17, Univ. of Utah; M.A.'29, Univ. of Chicago; Ph.D.'40, Columbia Univ.; State Supt. of Pub. Instr., Salt Lake City, Utah, since 1945.
- Bates, A. Parley, B.S.'30, Utah State Agrl. Col.; M.S.'35, Univ. of Calif.; Co. Supt of Sch., Ogden, Utah, since 1943.
- Bennion, M. Lynn, B.S.'26, M.S.'32, Univ. of Utah; Ed.D.'36, Univ. of Calif.; Supt. of Sch., Salt Lake City, Utah, since 1945.
- Blight, Alexander, B.S.'35, Brigham Young Univ., M.S.'39, Univ. of Southern Calif.; Dist. Supt. of Sch., Eureka, Utah, since 1939.
- Boyce, George A., B.S.'21, Trinity Col., (Conn.); M.A.'26, Cornell Univ.; Ed.D.'41, Tchrs. Col., Columbia Univ.; Supt. of Intermountain Indian Sch., Brigham City, Utah, since 1949.
- Brian, D. Garron, Supt. of Sch., Kamas, Utah.
- Cameron, J. Elliot, B.S. and M.S.'49, Brigham Young Univ.; Supt. of Sevier Sch. Dist., Richfield, Utah, since 1953.
- Chipman, R. S., B.S.'26, M.S.'51, Brigham Young Univ.; Supt., North Summit Sch. Dist., Coalville, Utah, since 1947.
- Christensen, Dean C., B.A.'38, M.A.'48, Utah State Agrl. Col.; Supt. of Co. Sch., Duchesne, Utah, since 1950.
- Christensen, Louis W., B.S.'29, Brigham Young Univ.; M.S.'42, Univ. of Utah; Dist. Supt. of Sch., Morgan, Utah, since 1943.
- *Eastmond, Jefferson N., B.S.'47, M.S.'48, Brigham Young Univ.; Ed.D.'50, Tchrs. Col., Columbia Univ.; Asoc. Prof. of Educ., Utah State Agrl. Col., Logan, Utah, since 1953.
- Evans, Howard C., Supt., North Sanpete Sch. Dist., Mt. Pleasant, Utah.
- Eyre, Sherman G., B.S.'39, Utah State Agrl. Col.; Supt. of Sch., Logan, Utah, since 1953.
- Frye, Clifford L., B.S.'35, Utah State Agrl. Col.; Emery Co. Supt. of Sch., Huntington, Utah, since 1947.
- Gardner, G. Grant, B.S.'33, M.S.'47, Brigham Young Univ.; Asst. Supt., Naho Sch. Dist., Spanish Fork, Utah, since 1950.
- Gourley, David, B.S.'35, M.S.'35, Brigham Young Univ.; Supt. of Granita Sch. Dist., Salt Lake City, Utah, since 1944.
- Harmon, Mont, B.S.'35, M.A.'43, Utah State Agrl. Col.; Supt., Carbon Co. Sch., Price, Utah, since 1945.
- Harris, Sterling Richard, B.S.'24, Utah State Agrl. Col.; Supt. of Sch., Toccoa, Utah, since 1942.
- Hartvigsen, Elmer J., B.S.'31, Utah State Agrl. Col.; M.S.'43, Univ. of Utah; Asst. State Supt. of Pub. Instr., Salt Lake City, Utah, since 1933.

UTAH

- Knight, Helen M., B.S.'26, Univ. of Utah; Supt. of Grand Co. Sch., Moab, Utah, since 1936.
- Law, Reuben D., Ed.D.'41, Univ. of Southern Calif., Dean, Col. of Educ., Brigham Young Univ., Provo, Utah, since 1946.
- Lundell, Harold M., Supt., Uintah Sch. Dist., Vernal, Utah.
- Merkley, Marston G., B.S.'38, M.S.'39, Univ. of Utah, Ed.D.'48, Stanford Univ.; Asst. Supt. of City Sch., Salt Lake City, Utah, since 1948.
- Mitchell, David R., A.B.'11, Brigham Young Univ., Supt. of Alpine Sch. Dist., American Fork, Utah, since 1938.
- Moffitt, J. C., B.S.'26, M.S.'29, Brigham Young Univ.; Ph.D.'40, Univ. of Chicago; Supt. of Sch., Provo, Utah, since 1937.
- Morgan, Samuel, B.S.'19, Utah State Agrl. Col.; Asst. Supt., Davis Co. Sch. Dist., Farmington, Utah, since 1946.
- Orton, Don A., Ed.D.'50, Harvard Univ.; Dean, Col. of Educ., Univ. of Utah, Salt Lake City, Utah, since 1952.
- Parratt, J. Easton, B.A.'27, Univ. of Utah; M.A.'28, Univ. of Chicago; Supt. of Sch., Murray, Utah, since 1950.
- Peterson, Arthur E., B.S.'32, Univ. of Southern Calif., Supt. of Jordan Sch. Dist., Sandy, Utah, since 1945.
- Smith, David A., A.B.'15, M.A.'23, Univ. of Utah; Assoc. Prof. of Educ., Univ. of Utah, Salt Lake City, Utah, since 1947.
- Smith, T. O., B.S.'27, M.S.'31, Univ. of Utah; Ed.D.'48, Univ. of Southern Calif., Supt. of City Sch., Ogden, Utah, since 1950.
- Theurer, Lloyd M., B.S.'28, Utah State Agrl. Col.; Cache Co. Supt. of Sch., Logan, Utah, since 1946.
- Victor, Wilma L., B.S.'41, Milwaukee State Tchrs. Col.; Elem. Dept. Head, Intermountain Indian Sch., Brigham City, Utah, since 1949.
- Weight, Kenneth E., B.S.'22, M.S.'28, Brigham Young Univ.; Co. Supt. of Sch., Brigham City, Utah, since 1947.
- West, Allan M., B.S.'32, Utah State Agrl. Col., Exec. Secy., Utah Educ. Assn., Salt Lake City, Utah, since 1946.
- West, Franklin Lorenzo, B.S.'04, Utah State Agrl. Col.; Ph.D.'11, Univ. of Chicago, Commr. of Educ., Church of Jesus Christ of Latter-Day Saints, Salt Lake City, Utah, since 1934.
- Wright, Ianthus, Supt. of Sch., Cedar City, Utah.

INSTITUTIONAL MEMBERS

- Cache Co. Sch. Dist., Logan, Utah.
- Library, Univ. of Utah, Salt Lake City, Utah.

VERMONT

INDIVIDUAL MEMBERS

- Adams, Frank R., Diploma'12, State Normal Sch., Bloomsburg, Pa.; B.A.'18, Dickinson Col.; Supt. of Sch., St. Johnsbury, Vt., since 1933.
- Allen, Harlan B., B.S.'16, M.A.'19, Union Col.; Ph.D.'39, New York Univ.; Dist. Supt. of Sch., Brattleboro, Vt.

- Amsden, Clarence F., B.S. in Ed.'31, M.A. in Ed.'41, Univ. of Vt.; Dist. Supt. of Sch., Woodstock, Vt., since 1943.
- Anderson, Raymond, A.M.'37, Ed.D.'43, Sch. of Educ., New York Univ.; Dist. Supt. of Sch., Swanton, Vt., since 1940.
- Ashland, Homer Butler, Ph.B.'24, M.Ed.'39, Univ. of Vt.; Supt. of Sch., Rutland, Vt., since 1948.
- Bigelow, Edwin Lawrence, A.B.'13, Middlebury Col.; A.M.'26, Columbia Univ.; Dist. Supt. of Sch., Manchester Center, Vt., since 1926.
- Bole, Lyman W., B.S.'19, Cornell Univ.; M.Ed.'39, Univ. of Vt.; Supt. of Sch., Springfield, Vt., since 1940.
- Bole, Rita L., A.B.'20, Middlebury Col.; M.A.'36, Tchrs. Col., Columbia Univ.; Prea, State Tchrs. Col., Lyndon Center, Vt., since 1927.
- *Boothby, Arthur Z., Ped.B.'00, N. Y. State Col. for Tchrs., Albany; B.S.'16, A.M.'20, Tchrs. Col., Columbia Univ. Address: Weston, Vt.
- Boright, Charles P., B.S. in Ed.'28, M.Ed.'42, Univ. of Vt.; Supt. of Sch., Morrisville, Vt., since 1953.
- Boutress, George W., B.S. Ed.'40, Pa. State Tchrs. Col., East Stroudsburg; M.Ed.'42, Univ. of N. H.; Supt. of Sch., Chittenden East Dist., Essex Junction, Vt., since 1952.
- Bullis, Jerome Q., B.S.'30, Univ. of Vt.; Dist. Supt. of Sch., Ludlow, Vt., since 1945.
- Butler, N. Richard, B. of Mech. Eng.'29, Northeastern Univ.; Ed.M.'39, State Tchrs. Col., Hyannis, Mass.; Supt. of Sch., Bellows Falls, Vt.
- Byrne, Thomas J., B.S.'22, Dartmouth Col.; Ed.M.'33, Harvard Univ.; Supt. of Sch., Windsor South-East Dist., Windsor, Vt., since 1935.
- Clowse, Eugene H., Ph.B.'09, M.A.'49, Univ. of Vt.; Supvg. Prin. of Sch., Richmond, Vt., since 1915.
- Codding, Ernest M., B.S. in Ed.'31, M.Ed.'42, Univ. of Vt., Supt. of Addison North-east Sch. Dist., Bristol, Vt., since 1953.
- Carrier, Roland E., B.S.'26, Bates Col.; M.S. in Ed.'35, Univ. of Maine; Supt. of Essex-Orleans Sch. Dist., Island Pond, Vt., since 1946.
- Dopp, Raymond Douglas, B.S.'37, M.A.'38, Univ. of Vt.; Supt. of Rutland-Northeast Sch. Dist., Pittsford, Vt., since 1948.
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- Fiske, Fremont, Diploma'31, State Normal Sch., Johnson, Vt.; B.S. in Ed.'42, Boston Univ.; M.A.'46, Tchrs. Col., Columbia Univ.; Dist. Supt. of Sch., Waterbury, Vt., since 1947.
- Fussell, Clyde G., A.B.'25, A.M.'26, Middlebury Col.; Ed.M.'38, Univ. of N. H.; Supt. of City Sch., Barre, Vt., since 1952.
- Gallagher, Walter D., B.S.'25, Middlebury Col.; M.A.'35, Columbia Univ.; Dist. Supt. of Sch., Northfield, Vt., since 1945.

Garvin, J. Stewart, A.B.'18, Westminster Col., New Wilmington, Pa.; Ed.M.'41, Univ. of Vt.; Dist. Supt. of Sch., South Ryegate, Vt., since 1924.

Gunn, James, B.S.'31, Springfield Col.; M.Ed.'45, Univ. of Vt.; Dist. Supt. of Sch., Jacksonville, Vt., since 1949.

Haggerty, Tobin, Supt., Franklin-Northeast Sch. Dist., Richford, Vt.

Heath, Allan J., B.S.'23, Univ. of Mass.; M.A.'42, Univ. of Vt.; Supt. of Sch., Bennington, Vt., since 1944.

Holden, Arthur John, Jr., S.B. in C.E. and Bus. Adm.'23, Ed.M.'29, Harvard Univ.; Ed.D.'43, Columbia Univ.; State Commr. of Educ., Montpelier, Vt., since 1949.

Hoyt, Eugene G., B.S.'34, Middlebury Col.; M.E.'47, Univ. of Vt.; Dist. Supt. of Sch., Hartford, Vt., since 1950.

Hunt, Lyman Curtis, A.B.'12, Univ. of Vt.; M.A.'38, Columbia Univ.; Supt. of Sch., Burlington, Vt., since 1922.

Keniston, Harry A., Dist. Supt. of Sch., Barton, Vt., since 1952.

Keough, Patrick J., Manufacturer, North Bennington, Vt.

King, Thomas C., B.A.'40, M.S.'41, Ft. Hays Kansas State Col.; Ed.D.'50, Harvard Univ.; Dean, Col. of Educ. and Nursing, Univ. of Vt., Burlington, Vt.

Lawton, Albert D., A.B.'16, Dartmouth Col.; Supt. of Central Sch., Chittenden Co., Essex Junction, Vt., since 1935.

Lull, Robert D., Jr., A.B.'35, Dartmouth Col.; M.E.'51, Univ. of Vt.; Supt. of Sch., Chittenden West Dist., South Burlington, Vt., since 1948.

McClelland, Donald W., A.B.'11, M.A.'25, Univ. of Vt.; Supt. of Sch., Montpelier, Vt., since 1944.

Mallard, Joseph, Supt. of Southwest Orleans Co. Sch., Hardwick, Vt., since 1953.

Maynard, Addie E., B.S. in Ed.'32, Boston Univ.; M.A.'42, Tchrs. Col., Columbia Univ.; State Helping Tch'r., 10 Church St., Essex Junction, Vt.

Montague, Harry N., B.S.'28, M.E.'39, Univ. of Vt.; Supt. of Sch., Brattleboro, Vt., since 1951.

Moore, Milton G., B.S.'26, Univ. of Conn.; M.Ed.'37, Univ. of Vt.; Acting Supt. of North Lamoille Co. Sch. Dist., Johnson, Vt., since 1953.

Moulton, Lloyd W., B.S.'27, Dartmouth Col.; M.A.'35, Tchrs. Col., Columbia Univ.; Dist. Supt. of Sch., Vergennes, Vt., since 1947.

Murray, John N., A.B.'34, Cedarville Col.; M.Ed.'45, Univ. of Vt.; Supt., Orange Co. Southwest Sch. Dist., Randolph, Vt., since 1953.

Nason, Charles P., A.B.'31, Univ. of Maine; M.Ed.'42, Univ. of Vt.; Dist. Supt. of Sch., Chester, Vt., since 1945.

Parker, A. Courtney, A.B.'19, Dartmouth Col.; M.A.'22, Columbia Univ.; Supt. of Orange-Windsor Sch. Dist., South Royalton, Vt., since 1927.

Pelkey, W. Harry, B.S.'28, Tchrs. Col., Columbia Univ.; M.S.'42, Univ. of Vt.; Supt. of Sch., Windham Central Dist., Newfane, Vt., since 1947.

Perrin, Justus Newton, 3rd, A.B.'26, Middlebury Col.; M.E.'42, Univ. of Vt.; Dist. Supt. of Sch., Orange-Washington Univ. Sch. Dist., Barre, Vt., since 1952.

Phelps, Edson E., A.B.'29, Dartmouth Col.; Ed.M.'41, Boston Univ.; Supt. of Southwest Rutland Co. Sch. Dist., Poultney, Vt., since 1953.

Roberts, Llewellyn, A.B.'29, Middlebury Col.; M.Ed.'40, Univ. of Vt.; Dist. Supt. of Sch., Danville, Vt., since 1943.

St. Marie, Eugene J., B.Ed.'40, Clark Univ.; M.A.'45, Univ. of Ill.; Supt. of Northwest Orleans Sch. Dist., Westfield, Vt., since 1953.

Sargent, Theodore D., B.S. in Ed.'34, M.S. in Ed.'42, Univ. of Vt.; Dist. Supt. of Sch., Orwell, Vt., since 1947.

Sawyer, Charles, Northeast Dist. Supt. of Sch., Washington Co., Plainfield, Vt.

Spencer, Rupert J., B.S.'29, Norwich Univ.; M.Ed.'42, Univ. of Vt.; Dir. of Admin., State Dept. of Educ., Montpelier, Vt., since 1953.

Stefaniak, Edward W., B.S.'34, Middlebury Col.; M.A.'41, Columbia Univ.; Supt. of Sch., Alburt, Vt., 1951-53.

Stiles, Frank O., B.S.'23, M.E.'39, Univ. of Vt.; Dist. Supt. of Sch., Fair Haven, Vt., since 1940.

Taplin, Winn L., B.S.'18, Iowa State Col.; M.A.'35, Univ. of Vt., M.A.'43, Yale Univ.; Dir. of Educ. Planning, State Dept. of Educ., Montpelier, Vt., since 1947.

*Threlkeld, A. L., B.Pd.'11, Northeast Mo. State Tchrs. Col., Kirksville, B.S.'19, Univ. of Mo.; A.M.'23, Tchrs. Col., Columbia Univ.; LL.D.'30, Univ. of Denver; Ed.D.'32, Univ. of Colo.; LL.D.'35, Colo. Col.; Pres., Dept. of Superintendence, 1936-37; Honorary Life Member, American Assn. of Sch. Admin.; Supt. of Sch., Montclair, N. J., 1937-50 (retired). Address: South Londonderry, Vt.

Urquhart, John, Supt. of St. Albans-Fairfield Sch. Dist., St. Albans, Vt.

Wagner, Leon E., B.S.'39, Boston Univ.; M.A.'42, Univ. of Vt.; Supt. of Sch., Bennington, Vt., since 1948.

Wakefield, Urban C., A.B.'31, Ohio Northern Univ.; M.Ed.'41, Univ. of Vt.; Dist. Supt. of Sch., Lyndonville, Vt., since 1946.

Wells, Lynford L., Ph.B.'26, M.Ed.'40, Univ. of Vt.; Supt. of North Orleans Sch. Dist., Newport, Vt., since 1940.

Whitcomb, Fay G., B.S.'33, Springfield Col.; Dist. Supt. of Sch., Bradford, Vt., since 1948.

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Alvey, Edward, Jr., B.A.'23, M.A.'28, Ph.D.'31, Univ. of Va.; Dean, Mary Washington Col. of the Univ. of Va., Fredericksburg, Va., since 1934.

Beatty, Willard Walcott, B.S.'13, M.A.'22, Univ. of Calif.; Ed.D.'37, Reed Col. Address: 202 North Trenton St., Arlington, Va.

VIRGINIA

- Beasley, William Raymond, M.S.'37, Univ. of Va.; Div. Supt. of Allegheny Co. Sch., Covington, Va., since 1946
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- Bishop, Leon W., Diploma'10, Pratt Inst., Brooklyn, N. Y. Asst. Supvr., Sch. Bldgs., State Dept. of Educ., Richmond, Va., since 1925
- Bobbitt, Robert W., A.B.'12, Univ. of N. C.; M.A.'24, Tchrs. Col., Columbia Univ., Co. Supt. of Sch., Keysville, Va., since 1925
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- Brewbaker, John J., A.B.'18, Roanoke Col.; A.M.'39, Univ. of Va., Supt. of Sch., Norfolk, Va., since 1949
- Buck, J. L. Blair, Ph.D.'06, Yale Univ.; Ed.M.'26, Harvard Univ.; Ph.D.'42, Univ. of Mich.; Coordinator of Tchrs. Educ., State Dept. of Educ., Richmond, Va., since 1940
- Bussinger, C. M., B.S.'32, Col. of William and Mary; M.A., Columbia Univ.; Supt. of Pub. Sch., Nottoway, Va., since 1951
- Byrd, Rawls, A.B.'18, Col. of William and Mary; M.A.'25, Columbia Univ.; Supt. of Williamsburg-James City Co. Sch., Williamsburg, Va., since 1953
- Cale, Paul H., B.A.'31, Univ. of Richmond; M.A.'37, Univ. of Va.; Div. Supt. of Albemarle Co. Sch., Charlottesville, Va., since 1947
- Carper, M. L., B.S.'27, Roanoke Col.; A.M.'37, Univ. of Chicago; Supt. of Sch., Martinsville, Va.
- Cassell, Hugh K., B.S.'31, Mercer Univ.; M.Ed.'38, Duke Univ.; Div. Supt. of Augusta Co. Sch., Staunton, Va., since 1947
- Charlton, Gladys G., B.S.'35, Madison Col.; A.M.'40, Columbia Univ.; Div. Elem. Educ., Pub. Sch., Norfolk, Va., since 1944
- Chittum, Edwin W., A.B.'33, Washington and Lee Univ.; M.A.'41, George Peabody Col. for Tchrs.; Div. Supt. of Co. Sch., Norfolk, Va., since 1949
- Collins, Paul W., A.B.'40, Concord Col.; M.A.'53, Tchrs. Col., Columbia Univ.; Div. Supt. of Scott Co. Sch., Gate City, Va., since 1953
- Combs, Morgan LaFayette, A.B.'17, Univ. of Richmond; A.M.'22, Univ. of Chicago; Ed.M.'26, Ed.D.'27, Harvard Univ.; Pres., Mary Washington Col. of the Univ. of Va., Fredericksburg, Va., since 1928
- Cox, Frank W., A.B.'24, Col. of William and Mary; M.A.'31, Univ. of Va.; Co. Supt. of Sch., Princess Anne, Va., since 1933
- Critzer, Frank J., A.B.'25, A.M.'32, Univ. of Va.; Co. Supt. of Sch., Pulaski, Va., since 1939
- Cummings, A. Gilmore, B.S.'27, M.S.'34, Univ. of Va., Div. Supt. of Sch., Bedford, Va., 1932-53.
- Dadmum, Charlotte, B.A.'36, Col. of William and Mary; Elem. Supvr., Pub. Sch., Norfolk, Va., since 1948
- Daniel, Robert Prentiss, A.B.'24, Va. Union Univ.; A.M.'28, Tchrs. Col., Columbia Univ.; Ph.D.'32, Columbia Univ.; LL.D.'49, Va. Union Univ.; LL.D.'49, Morris Brown Col.; Pres., Va. State Col., Petersburg, Va., since 1950
- DeHaven, Foy E., A.B.'26, King Col.; M.A.'37, Univ. of Va.; Supt. of Sch., Radford, Va., since 1942
- Deerhoi, William Hansen, B.A.'12, Col. of William and Mary; M.A.'24, Columbia Univ.; Asst. Supt. of Sch., Richmond, Va., since 1945
- Driscoll, Irving S., B.S.'30, Col. of William and Mary; M.S.'36, Univ. of Va.; Div. Supt. of Sch., Buckingham, Va., since 1949
- Ellis, Fendall R., A.B.'31, Col. of William and Mary; M.A.'35, Univ. of Va.; Supt. of Sch., Charlottesville, Va., since 1953
- Ellison, John Maleus, A.B.'25, Va. Union Univ.; A.M.'27, Oberlin Col.; Ph.D.'33, Drew Univ.; Pres., Va. Union Univ., Richmond, Va., since 1941
- Fears, Macon F., A.B.'33, M.A.'40, Col. of William and Mary; Div. Supt. of Sch., Victoria, Va., since 1943
- Fisher, A. F., B.S.'30, Roanoke Col.; M.S.'33, Univ. of Va.; Deputy Clerk, Bd. of Educ., Roanoke, Va., since 1949
- Foster, Talmadge D., B.S.'24, M.A.'27, Col. of William and Mary; Supt. of Sussex Co. Sch., Waverly, Va., since 1925
- Fray, John Joseph, B.S. in Ed.'29, Roanoke Col.; Supt. of Campbell Co. Sch., Rustburg, Va., since 1921
- Gayle, Thomas Benton, B.S.'23, Va. Polytech. Inst.; Div. Supt. of Sch., Fredericksburg, Va., since 1925
- Glenn, F. Berkeley, A.B.'29, Col. of William and Mary; M.S.'41, Univ. of Tenn.; Supt. of Sch., Waynesboro, Va., since 1945
- Godbey, Stanley T., A.B.'21, M.A.'23, Roanoke Col.; M.A. in Ed.'24, Univ. of Va.; Supt. of Montgomery Co. Sch., Christiansburg, Va., since 1949
- Haga, Alonzo B., B.A.'31, Randolph Macon Col.; M.A.'37, Univ. of Va.; Div. Supt. of Mecklenburg Co. Sch., Boydton, Va., since 1949
- Hall, L. T., B.A.'11, Univ. of Richmond; M.A.'40, Col. of William and Mary; Div. Supt. of Sch., Windsor, Va., since 1922
- Hamilton, Thomas T., B.A.'23, Wake Forest Col.; M.A.'30, Columbia Univ.; Assoc. Dir. of Instr., State Bd. of Educ., Richmond, Va., since 1949
- Harding, Logan C., M.Ed.'49, Col. of William and Mary; Prin. of Patrick Copeland Sch., since 1946; Pres. Dept. of Elem. Prin. of VEA, Hopewell, Va., since 1953
- Hass, C. Glen, B.A.'37, Denver Univ.; M.A.'45, Stanford Univ.; Asst. Supt. and Dir. of Instr., Pub. Sch., Arlington, Va., since 1950
- Haydon, Richard C., B.S.'24, M.S.'35, Univ. of Va.; Coordinator of Inservice Educ., Madison Col., Harrisonburg, Va., since 1951
- Healy, Joseph Ewart, B.A.'10, Col. of William and Mary; M.A.'25, Tchrs. Col., Columbia Univ.; Supt., Va. Sch. for the Deaf and the Blind, Staunton, Va., since 1939

- Hollifield, J. Foster, B.S.'19, Clemson Agr. Col.; M.S.'29, Va. Polytech. Inst.; Div. Supt. of Henry Co. Sch., Martinsville, Va., since 1933.
- Holsinger, Clyde K., B.A.'09, L.H.D.'36, Bridgewater Col.; M.A.'18, George Peabody Col. for Tchrs.; Supt. of Henrico Co. Sch., Richmond, Va., since 1937.
- Hook, Paul Garland, B.A.'28, Elon Col.; M.A.'34, Univ. of Va.; Supt. of Sch., Fredericksburg, Va., since 1953.
- Hounshell, Paul, B.A.'18, Bridgewater Col.; M.A.'36, Univ. of Va.; Div. Supt. of Sch., Culpeper Co., Culpeper, Va., since 1941.
- Howard, Dowell J., State Supt. of Public Instr., Richmond, Va.
- Jenkins, Floyd Franklin, B.A.'18, Col. of William and Mary; M.A.'31, Columbia Univ.; Dir., Div. of Research & Planning, State Bd. of Educ., Richmond, Va.
- Johnson, Preston Clarence, B.S.'17, Univ. of Pa.; Ed.M.'38, Ed.D.'39, Temple Univ.; Prof. of Educ., Va. State Col., Petersburg, Va., since 1939.
- Kabat, (Lt. Col.) George Jule, B.E.'36, Minn. State Tchrs. Col., Winona; M.A.'38, Univ. of Colo.; Ph.D.'47, Univ. of Md.; Tech. Information Officer, U. S. Army Corps of Engrs., Fort Belvoir, Va., since 1953.
- Kay, Floyd Sale, A.B.'24, Univ. of Richmond; M.A.'39, Univ. of Va.; Div. Supt., Rockbridge Co. Pub. Sch., Lexington, Va., since 1949.
- Jarman, A. M., B.S., and M.S.'20, Univ. of Va.; Ph.D.'32, Univ. of Mich. Address: 1872 Winston Ave., Charlottesville, Va.
- Kelly, J. J., Jr., A.B.'12, Washington and Lee Univ.; LL.D.'51, Milligan Col.; Div. Supt. of Wise Co. Sch., Wise, Va., since 1917.
- Kyle, Clyde John Madison, B.S.'24, Col. of William and Mary; M.A.'29, George Peabody Col. for Tchrs.; Div. Supt. of Sch., Orsange, Va., since 1949.
- Kyle, Roy E., B.S.'24, Col. of William and Mary; M.A.'31, George Peabody Col. for Tchrs.; Div. Supt. of Sch., Bedford Co., Bedford, Va., since 1953.
- Lacy, R. L., B.A.'18, Univ. of Richmond; M.A.'32, Tchrs. Col., Columbia Univ.; Div. Supt. of Co. Sch., Halifax, Va., since 1934.
- Lamberth, Edwin L., B.A.'28, Col. of William and Mary; M.A.'38, Univ. of Va.; Asst. Supt. of Sch., Norfolk, Va., since 1949.
- Lancaster, Dabney S., B.A.'11, Univ. of Va.; M.S.'15, Va. Polytech. Inst.; LL.D.'43, Univ. of Richmond; Pres., Longwood Col., Farmville, Va., since 1946.
- Lawson, William F., Jr., B.A.'26, M.A.'37, Col. of William and Mary; Supt. of Northampton Co. Sch., Cheriton, Va., since 1950.
- Lindsay, C. Alton, B.S.'27, Col. of William and Mary; M.A.'40, Univ. of Va.; Div. Supt. of Schools, Hampton, Va., since 1942.
- Long, Raymond V., M.A.'14, Columbia Univ.; Commr., Div. of Planning and Economic Development, 301 State Finance Bldg., Richmond, Va.
- McIlwaine, Thomas J., A.B.'14, Hampden-Sydney Col.; Co. Supt. of Sch., Farmville, Va., since 1918.
- McQuilkin, Dwight Eggleston, A.B.'05, A.M.'06, W. Va. Univ.; A.M.'08, Harvard Univ.; L.H.D.'49, Roanoke Col.; Supt. of Sch., Roanoke, Va., 1918-53 (retired).
- Mapp, A. J., Supt. of Pub. Sch., Portsmouth, Va.
- Martin, Charles Knox, Jr., A.B.'32, Southwest Mo. State Col.; M.A.'35, Univ. of Mo.; Ph.D.'39, Yale Univ.; Pres., Radford Col., Woman's Div. of Va. Polytech. Inst., Radford, Va., since 1952.
- Mauck, J. Leonard, B.S.'29, Emory and Henry Col.; M.A.'40, Univ. of Va.; Smyth Co. Supt. of Sch., Marion, Va., since 1948.
- Meade, John David, A.B.'31, Randolph-Macon Col.; M.A.'37, Univ. of Va.; Supt. of Sch., Petersburg, Va., since 1943.
- Miller, G. Tyler, B.S.'23, Va. Military Inst.; Pres., Madison Col., Harrisonburg, Va., since 1949.
- Moron, Alonzo G., Ph.B.'32, Brown Univ.; M.A.'33, Univ. of Pittsburgh; LL.B.'47, Harvard Univ.; Pres., Hampton Inst., Hampton, Va., since 1949.
- Munro, Paul Merritt, A.B.'10, Emory Univ.; M.A.'22, Ed.D.'41, Tchrs. Col., Columbia Univ.; Supt. of Sch., Lynchburg, Va., since 1945.
- Nelson, Robert Oliver, A.B.'20, Erskins Col.; M.A.'30, George Peabody Col. for Tchrs.; Ph.D.'41, Univ. of Ga.; Supt. of Sch., Newport News, Va., since 1946.
- Nininger, R. Douglas, A.B.'28, Bridgewater Col.; M.A.'43, Univ. of Va.; Div. Supt. of Sch., Roanoke Co., Salem, Va., since 1945.
- Painter, Hunter M., B.A.'16, Roanoke Col.; M.A.'26, Univ. of Va.; Botetourt Co. Supt. of Sch., Fincastle, Va., since 1933.
- Pence, Wilbur S., M.A.'42, Tchrs. Col., Columbia Univ.; Supt., Rockingham Co. Sch., Harrisonburg, Va., since 1950.
- Picott, J. Rupert, A.B.'32, Va. Union Univ.; M.Ed.'40, Temple Univ.; Exec. Secy., Va. Tchrs. Assoc., Richmond, Va., since 1944.
- Poteet, G. F., A.B.'27, Roanoke Col.; A.M.'37, Univ. of Va.; Asst. Supvr. of Sec. Educ., State Board of Educ., Richmond, Va., since 1953.
- Ramsey, Harold W., A.B.'27, M.A.'40, Col. of William and Mary; Franklin Co. Supt. of Sch., Rocky Mount, Va., since 1927.
- Reid, Ray E., B.S.'26, M.A.'36, Col. of William and Mary; Asst. Supt. of Pub. Instr., State Board of Educ., Richmond, Va.
- Reynolds, Robert Pierce, A.B.'30, Emory and Henry Col.; M.A.'35, George Peabody Col. for Tchrs.; Div. Supt. of Carroll Co. Sch., Hillsville, Va., since 1953.
- Rushton, E. W., A.B.'26, Litt.D.'50, Wofford Col.; M.A.'40, Univ. of S. C.; Supt. of Sch., Roanoke, Va., since 1953.
- Rutter, T. Edward, B.S.E.'29, Franklin and Marshall Col.; M.A.'36, Tchrs. Col., Columbia Univ.; Supt. of Sch., Arlington, Va., since 1952.
- Sanford, T. R., Jr., B.S.'27, Univ. of Richmond; M.A.'33, New York Univ.; Supt. of Sch., Hilton Village, Va., since 1933.
- Savage, W. R., Jr., Supt. of Sch., Suffolk, Va.
- Searborough, William Acree, A.B.'19, Randolph-Macon Col.; M.A.'21, Univ. of Pa.; Co. Supt. of Sch., Dinwiddie, Va., since 1923.

VIRGINIA

- Schmitt, Irvin H., M.A.'37, State Univ. of Iowa; Supt. of Sch., Falls Church, Va., since 1949.
- Shelburne, L. F., M.A.'14, Univ. of Va.; Supt. of Sch., Staunton, Va., since 1925.
- Showalter, John F., Ph.D.'45, Univ. of Neb.; Admin Asst. to the Supt. of Sch., Richmond, Va.
- Simpson, John Childs, A.B. and A.M.'11, L.L.D.'48, Randolph-Macon Col., Pres., Stratford Col., Danville, Va., since 1930.
- Sinclair, Theodore R., B.S.'20, Va. Polytech. Inst.; M.A.'46, Univ. of Va.; Asst. Supt. of Sch., Alexandria, Va., since 1947.
- Smith, Charles William, B.A.'30, Howard Col.; M.A.'46, Col. of William and Mary, Supt. of City Sch. and Prince George Co., Hopewell, Va., since 1946.
- Smith, Stanley Vernon, A.B.'42, Univ. of Buffalo, M.A.'47, Cornell Univ.; Dir. of Research, Co. Sch., Arlington, Va., since 1931.
- Stanley, Everett B., A.B.'32, Emory and Henry Col., M.A.'37, George Peabody Col. for Tchrs.; Supt. of Wash. Co. Sch., Abingdon, Va., since 1953.
- Stiles, Lindley J., A.B.'35, M.A.'39, Ed.D.'45, Univ. of Colo.; Dean, Sch. of Educ., Univ. of Va., Charlottesville, Va., since 1949.
- Story, William J., Jr., A.B.'34, Elon Col.; M.Ed.'49, Col. of William and Mary; Supt. of Sch., South Norfolk, Va., since 1949.
- Sutherland, J. Hoge T., B.A.'21, Washington and Lee Univ.; M.A.'40, Univ. of Va.; Div. Supt. of Sch., Dickenson Co., Clintwood, Va., since 1953.
- Tyler, James Walter, B.A.'47, M.A.'48, Ed.D.'52, George Peabody Col. for Tchrs., Prin., Jamestown Sch., Arlington, Va., since 1952.
- Van Pelt, Joseph Benjamin, B.A.'26, Randolph-Macon Col.; M.A.'38, Univ. of Va.; Supt. of Sch., Bristol, Va., since 1945.
- Vaughan, William A., B.A.'20, Richmond Col.; M.A.'30, Univ. of Va.; Div. Supt. of Sch., Bowling Green, Va., since 1921.
- *Waller, J. Flint, B.A.'16, Univ. of Va.; M.A.'28, Ph.D.'32, Columbia Univ. Address: 1804 North Augusta St., Staunton, Va.
- Watkins, C. W., B.S.'28, Roanoke Col.; A.M.'50, New York Univ.; Asst. Supt. of Sch., Martinsville, Va., since 1952.
- Weisiger, Louise P., B.A.'15, Sweet Briar Col.; M.A.'31, Ed.D.'45, Tchrs. Col., Columbiis Univ., Dir. of Research, Pub. Sch., Richmond, Va., since 1946.
- Westover, Henry Tudor, A.B.'40, Ed.M.'42, Ed.D.'47, Univ. of Mo.; Dean of Instr., Richmond Professional Inst., Col. of William and Mary, Richmond, Va., since 1952.
- Whitehead, William M., B.S.'32, M.A.'35, New York Univ.; L.L.D.'50, Va. State Col.; Supt., Va. State Sch., Hampton, Va., since 1940.
- Will, Edwin E., B.A.'31, Bridgewater Col.; M.A.'42, Univ. of Va.; Bath Co. Supt. of Sch., Warm Springs, Va., since 1949.
- Willitt, Henry L., B.A.'25, Col. of William and Mary; M.A.'30, Columbia Univ.; Supt. of Sch., Richmond, Va., since 1946.

- Williams, Robert P., B.A.'29, Roanoke Col.; M.A.'32, Columbia Univ.; Exec. Secy., Va. Educ. Assn., Richmond, Va., since 1946.
- Williams, Thomas C., B.S.'15, Va. Military Inst.; M.A.'38, George Washington Univ.; Supt. of Sch., Alexandria, Va., since 1933.
- Wise, Henry A., B.S.'98, Va. Polytech. Inst.; M.A. and L.L.B.'05, Centre Col.; M.A.'11, Univ. of S. C.; Div. Supt. of Sch., Accomac, Va., since 1929.
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- Anderson, Loren E., B.A. in Ed.'35, Eastern Wash. Col. of Educ.; B.E.'45, Whitworth Col.; Supt. of Sch., Dist. 348, Otis Orchards, Wash., since 1949.
- Baker, L. D., M.A.'29, Wash. State Col.; Supt. of Highline Pub. Sch., Seattle, Wash., since 1941.
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- Bethel, (Mrs.) Ruth, Pierce Co. Supt. of Sch., Tacoma, Wash.
- Blankenship, Alden H., B.A.'33, M.A.'38, Univ. of Wash.; Ed.D.'43, Tchrs. Col., Columbia Univ.; Supt. of Sch., Tacoma, Wash., since 1950.
- Bloom, Edward F., B.A.'27, M.A.'34, Univ. of Wash.; Supt. of Sch., Aberdeen, Wash., since 1938.
- Bloom, William H., A.B.'27, M.A.'39, Univ. of Wash. Address: 22607 56th Ave., Edmonds, Wash.
- Bohrsen, William F., B.A.'34, Eastern Wash. Col. of Educ.; M.A.'42, Univ. of Wash.; Supt. of Sch., Hoquiam, Wash., since 1949.
- Brain, George Bernard, B.A.'40, M.A.'50, Central Wash. Col. of Educ.; B.A.'42, Univ. of Colo.; Supt. of Sch., Dist. 405, Bellevue, Wash., since 1953.
- Breckner, Elmer L., A.B.'13, B.S. in Ed.'13, Univ. of Mo.; M.A.'29, Univ. of Wash.; Asst. State Supt. of Pub. Instr., Olympia, Wash., since 1947.
- Brock, Frank M., B.S.'41, Western Wash. Col. of Educ.; Asst. Supt. and Bus. Mgr., Pub. Sch., Seattle, Wash., since 1943.
- Browning, LeRoy M., B.A.'28, Col. of Puget Sound; Supt. of Sch., Warden, Wash., since 1950.

- Burns, H. Lyle, B.A.'32, Wash. State Col.; Supt. of Sch., Steptoe, Wash., since 1948.
- Cady, Donald I., B.A.'26, Univ. of S. Dak.; M.A.'36, Univ. of Wash.; Supt., South Central Sch. Dist. 406, Seattle, Wash., since 1936.
- Campbell, Ernest W., A.B.'18, LL.B.'22, Univ. of Wash.; Asst. Supt. of Sch., Seattle, Wash., since 1940.
- Carter, Gordon L., B.S. in Ed.'35, M.E.'46, Univ. of Wash.; Supt. of Sch., Sedro-Woolley, Wash., since 1948.
- Castles, William I., B.A.'35, Mont. State Univ.; M.A.'47, Univ. of Wash.; Supt., Mt. Baker Sch. Dist. 507, Deming, Wash., since 1948.
- Chandler, Joe A., B.A.'25, Wash. State Col.; Exec. Secy., Wash. Educ. Assn., Seattle, Wash., since 1940.
- Clausen, Melvin F., B.A. in Ed.'49, Univ. of Wash.; Supt., Elem. Sch. Dist. 314, Sultan, Wash., since 1942.
- Cooper, Joyce, M.A.'42, Univ. of N. C.; Ed.D.'50, Tchrs. Col., Columbia Univ.; Asst. Supt. in chg. of Instr., State Dept. of Pub. Instr., Olympia, Wash., since 1951.
- Cramblitt, DeFore, A.B.'27, Linfield Col.; M.E.'44, Univ. of Kansas; Kitsap Co. Supt. of Sch., Port Orchard, Wash., since 1952.
- Crosby, Lydia P., Cowllitz Co. Supt. of Sch., Kelso, Wash.
- Crow, Lanche R., B.A.'28, Wash. State Col.; Prin., H. S., Oak Harbor, Wash., since 1943.
- Crum, J. Wealey, B.S.'36, Seattle Pacific Col.; M.S.'38, Ph.D.'50, Univ. of Wash.; Prof. of Educ., Central Wash. Col. of Educ., Ellensburg, Wash., since 1949.
- Curtis, George R., M.A. in Ed.'34, Col. of Puget Sound; Supt., University Place Sch., Tacoma, Wash., since 1927.
- Dahlke, Florence, B.A.'43, Eastern Wash. Col. of Educ., Cheney; Co. Supt. of Sch., Waterville, Wash., since 1943.
- Dennis, R. O., A.B.'30, Univ. of Wash.; Supt. of Pub. Sch., Kelso, Wash., since 1951.
- Dieckmann, Werner C., B.A.'40, Univ. of Wash.; Dir. of Sec. Educ., State Dept. of Pub. Instr., Olympia, Wash., since 1947.
- Dimmitt, L. M., B.A.'23, M.A.'33, Univ. of Wash.; King Co. Supt. of Sch., Seattle, Wash., since 1945.
- Dintelman, Robert, B.Ed.'36, Southern Ill. Univ.; M.A.'42, Univ. of Ill.; Supt., East Wenatchee Pub. Sch., Wenatchee, Wash., since 1950.
- Dunn, Helen, B.S.'22, Univ. of Wash.; Prea., Seattle Assn. of Classroom Tchrs., Seattle, Wash., since 1953.
- Duyff, E. A., B.A.'33, Univ. of Wash.; Supt. of Sch., Coupeville, Wash., since 1951.
- Edwards, Harry O., B.S.'23, M.S. in Ed.'41, Univ. of Idaho; Supt. of Sch., Darrington, Wash., since 1946.
- Ellwanger, L. C., B.A.'27, Kansas State Tchrs. Col., Pittsburg; M.Ed.'41, Univ. of Okla.; Supt., Ahtanum Valley Sch., Yakima, Wash., since 1947.
- Erickson, Ed K., B.A.'39, B. of Ed.'44, M.A.'46, State Col. of Wash.; Supt. of Pub. Sch., Conaol. Dist. 401, Ellensburg, Wash., since 1952.
- Estes, John F., B.Ed.'22, Univ. of Wash.; Supt. of Pub. Sch. Dist. 118, Riverside, Wash., since 1952.
- Farmer, George S., B.A.'26, M.A.'32, State Col. of Wash.; B.A.'37, Eastern Wash. Col. of Educ.; Prin., Queen Anne H. S., Seattle, Wash., since 1951.
- Fleming, Samuel E., B.A.'07, Wabash Col.; Supt. of Sch., Seattle, Wash., since 1945.
- Ford, Morris E., B.A.'36, Col. of Puget Sound; Supt., Franklin Pierce Sch., Dist. 402, Parkland, Wash., since 1937.
- Forry, (Mrs.) Grace M., Supt. of Klickitat Co. Sch., Goldendale, Wash.
- Fox, Ernest R., B.A. of Ed.'41, Eastern Wash. Col. of Educ., Cheney; B. of Ed.'46, Wash. State Col.; Supt. of Sch., Okanogan, Wash., since 1949.
- Freeman, Otis W., Pres., Eastern Wash. Col. of Educ., Cheney, Wash.
- Furgeson, Paul P., B.A.'24, Univ. of Wash.; Supt. of City Sch., Wenatchee, Wash., since 1948.
- Gaiser, Louis W., B.S.'21, Whitman Col.; Supt. of Sch., Chewelah, Wash., since 1930.
- Gaiser, Paul P., B.A.'17, Whitman Col.; M.A.'23, State Col. of Wash.; Ph.D.'32, Univ. of Wash.; Prea., Clark Jr. Col., Vancouver, Wash., since 1931.
- Ganfield, Jack F., B.A.'40, Seattle Pacific Col.; Counselor, Magnolia Elem. Sch., Seattle, Wash., since 1951.
- Gilbert, Wilbur B., B.S.'36, Wash. State Col.; Supt. of Sch., Oak Harbor, Wash., since 1951.
- Glann, John D., B.A.'26, M.A.'40, Wash. State Col.; Supt. of Sch., Port Angeles, Wash., since 1945.
- Griffith, Harold C., M.A.'48, State Col. of Wash.; Supt. of Sch., Twisp, Wash., since 1945.
- Haggard, W. W., B.A.'17, Maryville Col.; M.A.'27, Univ. of Mich.; Ph.D.'37, Univ. of Chicago; Pres., Western Wash. Col. of Educ., Bellingham, Wash., since 1939.
- Hall, Robert C., B.A.'24, Univ. of Wash.; Supt., Fife Pub. Sch. Dist. 88, Tacoma, Wash., since 1937.
- Hamilton, Rosa E., Dir., Educ. for Handicapped Children, State Dept. of Pub. Instr., Olympia, Wash., since 1949.
- Hanawalt, Paul B., A.B.'18, Col. of Puget Sound; M.A.'25, Univ. of Wash.; Supt. of Sch., Puyallup, Wash., since 1930.
- Hanaen, Herbert, B.A. in Ed.'26, M.A. in Ed.'33, Univ. of Wash.; Supt. of Sch., Castle Rock, Wash., since 1941.
- Ilzen, Oliver M., B.A.'27, Univ. of Wash.; Supt. of Sch., Renton, Wash., since 1936.
- Heimbigner, Roy R., B.A.'46, Eastern Wash. Col. of Educ.; Elem. Prin., Thornton, Wash., since 1950.
- Helgesen, Borghild, Admin. Asst. to the State Supt. of Pub. Instr., Olympia, Wash., since 1941.
- Hendel, Douglas, B.A.'28, Col. of Puget Sound; Supt., South Kitsap Sch. Dist. 402, Port Orchard, Wash.
- Hitchcock, John B., B.A.'40, B.Ed.'41, M.A.'49, State Col. of Wash.; Supt. of Sch., Rosalia, Wash., since 1950.
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- Jaeger, Herman F., M.A.'40, Univ. of Chicago; Dist Supt of Sch., Pasco, Wash.
- Jahr, Armin George, M.A.'37, Univ. of Minn., Rt. 3, Box 471, Bremerton, Wash.
- Janeway, Herold L., Supt of Sch., Peshastin, Wash., since 1943.
- Jarrell, Cleo, B.A.'38, Central State Col., Edmond, Okla., B.Ed.'47, Col. of Puget Sound; Supt., Boistfort Consol Sch., Dist. 234, Kleber, Wash., since 1948.
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- Johnson, Morton A., B.A.'27, Col. of Puget Sound; M.A.'50, Univ. of Wash.; Supt., Lake Wash Sch., Kirkland, Wash., since 1940.
- Johnston, Paul W., M.A.'39, Univ. of Wash.; Supt. of Sch., Goldendale, Wash., since 1932.
- Johnson, William Arild, B.S. in Arch.'31, State Col. of Wash.; Sch. Archt., First Natl Bank Bldg., Everett, Wash., since 1928.
- Jones, Arthur D., B.S.'29, Whitman Col.; Supt. of Sch., Walla Walla, Wash., since 1950.
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- Kinkade, Herbert J., B.A.'44, Eastern Wash. Col. of Educ., Supt of Chelan Co. Sch., Wenatchee, Wash., since 1946.
- Kolste, Luther Norman, A.B.'27, St. Olaf Col.; M.A. in Ed.'42, Gonzaga Univ., Supt., Sch. Dist. No 506, Nooksack, Wash.
- Kramer, Herman J., B.A.'29, M.A.'35, Univ. of Oregon; Supt of Sch. Dist. 207, Wapato, Wash., since 1944.
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- Lanka, Dewane E., A.B.'40, B.Ed.'44, Col. of Puget Sound, Supt. of Sch., Rochester, Wash., since 1952.
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- Loree, G. Ira, B.A. in Ed.'38, Univ. of Wash.; Supt., Skagit Co. Sch., Mt. Vernon, Wash., since 1947.
- McClure, Clarence Ray, B.S.'26, Col. of Idaho; Supt. of Sch., Grandview, Wash., since 1949.
- McFadden, C. B., B.A.'36, State Col. of Wash.; Supt. of Sch., Moses Lake, Wash., since 1944.
- McGlade, Chas. A., B.A.'25, M.A.'37, State Col. of Wash.; Supt. of Sch., Everett, Wash., since 1948.
- McIntire, Gordon, B.A.'40, Northeastern State Col., Tahlequah, Okla.; Supt. of Sch., Dist. 102, Concrete, Wash., since 1951.
- McNamara, Eugene J., M.A.'14, Univ. of Wash.; Supt. of Sch., Longview, Wash., since 1929.
- McNurlin, Charles A., B.S.'48, Univ. of Wash.; Supt., Pub. Sch., Lester, Wash., since 1950.
- McWhorter, Reit A., B.A.'39, Univ. of Wash.; Supt. of Sch., Granite Falls, Wash., since 1951.
- Manning, Philip C., B.S.'30, M.S.'38, Univ. of Idaho; Supt. of Sch., Prescott, Wash., since 1953.
- Martin, M. L., B.A.'26, M.A.'33, Wash. State Col.; Supt. of Sch., Yekims, Wash., since 1947.
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- Miles, Joe E., B.S.'15, State Col. of Wash.; Kittitas Co. Supt. of Sch., Ellensburg, Wash., since 1947.
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- Milroy, John D., B.S.'39, Col. of Puget Sound; M.A.'46, Columbia Univ.; Supt. of Sch., Langley, Wash., since 1951.
- Moore, W. Lyndle, B.A.'35, York Col.; M.A.'39, Univ. of Wash.; Supt. of Sch., Zillah, Wash., since 1952.
- Muncaster, T. H., B.A.'25, M.A.'35, State Col. of Wash.; Asst. Supt of Sch. Dist. 2, Everett, Wash., since 1948.
- Mundt, Edna, B.A.'41, Eastern Wash. Col. of Educ.; Tchrs., since 1946, and Pres., Seattle Grade Tchrs. Club, Seattle, Wash., since 1951.
- Murray, Jamee M., M.S. in Ed.'38, Univ. of Idaho; Supt. of Sch., Hay, Wash., since 1950.
- Nelson, Carl A., B.A.'23, M.A.'31, Washington State Col.; Supt. of Sch., Dayton, Wash., since 1926.
- Newland, Ernest E., B.S.'31, M.A.'40, Univ. of Wash.; Supt., Sch. Dist. 19, Omak, Wash., since 1949.
- Olafson, Erling K., B.A.'26, St. Olaf Col.; B.A.'40, Western Wash. Col. of Educ.; B.D.'31, Pacific Theol. Sem.; Supt. of Sch., Cusick, Wash., since 1951.
- Olmsted, Keith, B.A.'35, M.A.'36, State Col. of Wash.; Dist. Supt. of Sch., Sprague, Wash., since 1948.

- Olson, H. C., B.A.'26, M.A.'35, Univ. of Mont.; Supt. of Sch. Dist. 404, Eatonville, Wash., since 1949.
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- Overstreet, Ira M., B.S.'37, Univ. of Wash.; M.S.'51, Wash. State Col.; Supt. of Sch., Raymond, Wash., since 1951.
- Pasnack, George R., B.S.'33, Univ. of Wash.; Dir., Sch. Finance and Admin. Research, State Dept. of Pub. Instr., Olympia, Wash., since 1947.
- Pence, Clarence O., B.A.'32, Wash. State Col.; B.A.'35, Eastern Wash. Col. of Educ.; Supt. of Orchard Park-West Valley Sch., Millwood, Wash., since 1952.
- Peterson, Tillman, B.A.'08, Luther Col.; M.A.'21, Univ. of Wash.; Supvr. of School Dist. Organization, Old Capitol Bldg., Olympia, Wash.
- Phillips, Ned, B.A.'26, Wash. State Col.; Supt. of Sch., Naches, Wash., since 1940.
- Phipps, Wendell T., B.S.'31, Oregon State Col.; B.A.'36, Eastern Wash. Col. of Educ.; Supt., Union H. S., Mt. Vernon, Wash., since 1951.
- Plarce, (Mrs.) Mary C., B.A.'33, Eastern Wash. Col. of Educ.; M.A.'42, State Col. of Wash.; Co. Supt. of Sch., Ritzville, Wash., since 1943.
- Poffenroth, Ella, B.Ed.'47, Eastern Wash. Col. of Educ.; Okanogan Co. Supt. of Sch., Omak, Wash., since 1951.
- Powers, Francis F., B.A.'23, Ph.D.'28, Univ. of Wash.; M.A.'27, Univ. of Oregon; Dean, Col. of Educ., Univ. of Wash., Seattle, Wash., since 1939.
- Pugh, Ralph W., M.S.'36, Univ. of Idaho; Supt. of Consol. Sch. Dist. 192, Springdale, Wash., since 1948.
- Rhodes, Chester V., B.A. in Bus. Admin.'31, Col. of Puget Sound; Supt. of Sch., Chehalis, Wash., since 1949.
- Richards, Ralph R., B.A.'28, Seattle Pacific Col.; M.A.'29, Univ. of Wash.; Supt. of Sch., Entiat, Wash., since 1950.
- Ross, J. Alan, Ph.D.'43, Yale Univ.; Prof. of Educ., Western Wash. Col. of Educ., Bellingham, Wash., since 1948.
- Saale, Charles W., Ph.D.'47, State Univ. of Iowa; Chmn., Educ. and Psych. Div., Central Wash. Col. of Educ., Ellensburg, Wash., since 1947.
- Schwartz, Henry F., B.S.'27, Mont. State Col.; M.Ed.'47, Mont. State Univ.; Supt. Sch. Dist. 14, Nespelem, Wash., since 1952.
- Selby, Kenneth E., B.A.'25, M.A.'28, Univ. of Wash.; Asst. Supt. of Sch., Seattle, Wash., since 1945.
- Shangle, C. Paine, B.A.'10, Univ. of Oregon; M.A.'11, Univ. of Wis.; Supt. of Sch., Bellingham, Wash., since 1933.
- Shaw, John A., B.A.'18, Wash. and Jefferson Col.; Supt. of Sch., Spokane, Wash., since 1943.
- Simpson, J. Olen, B.A.'32, Univ. of Wash.; Supt. of Sch., Mukilteo, Wash., since 1947.
- Smith, W. Virgil, LL.B.'10, Univ. of Mo.; A.B.'20, A.M.'30, Univ. of Wash.; Asst. Supt. of Sch., Seattle, Wash., since 1929.
- Smith, Walter Irvine, A.B.'11, Union Col.; M.S.'17, Whitman Col.; Ed.D.'34, George Washington Univ.; Head, Dept. of Sec. Educ., Walla Walla Col., College Place, Wash.
- Sovde, Obert J., B.A.'42, Pacific Lutheran Col.; B.E.'48, Col. of Puget Sound; Supt. of Sch., Orting, Wash., since 1951.
- Spencer, (Mrs.) Evelyn, Chmn., South Whidbey Bd. of Sch. Dirs., Langley, Wash., since 1949.
- Stamper, Lyman D., B.S.'41, Univ. of Idaho; B.Ed.'50, Wash. State Col.; Supt. of Sch. Dist. 55, Grand Coulee, Wash., since 1951.
- Stansfield, Joseph W., B.A.'20, Trinity Col.; M.A.'39, Univ. of Wash.; Supt. of Sch., Coulee Dam, Wash., since 1938.
- Steinke, E. L., M.A.'37, State Col. of Wash.; Supt. of Consol. Sch. Dist. 119, Selah, Wash., since 1946.
- Stephens, Thomas Lindley, B.A.'39, Central Wash. Col. of Educ.; B.Ed.'49, M.S.'49, State Col. of Wash.; Supt. of Sch., Brewster, Wash., since 1952.
- Stewart, Lyle, A.B.'24, Simpson Col.; A.M.'30, Ph.D.'52, Univ. of Wash.; Asst. Supt. of Sch., Seattle, Wash., since 1945.
- *Strayer, George D., Jr., B.S.'27, Princeton Univ.; M.A.'28, Ph.D.'34, Tchrs. Col., Columbia Univ.; Prof. of Educ., Univ. of Washington, Seattle, Wash., since 1949.
- Strong, Elwood, M.A.'46, Univ. of Nebr.; Col. Supvr. of Student Tchrs., State Col. of Wash., Pullman, Wash., since 1953.
- Studebaker, Robert S., B.A.'39, Univ. of Wash.; Supt. of Sch., Mercer Island, Wash., since 1945.
- Sutter, Fred J., B.A.'50, Pacific Lutheran Col.; B.E.'53, M.Ed.'53, Col. of Puget Sound; Supt. of Woodland Sch., Puyallup, Wash., since 1950.
- Temby, J. H., B.A.'28, State Col. of Wash.; Supt. of Sch., Creston, Wash., since 1949.
- Thordarson, T. Roy, B.A. in Ed.'29, M.A.'49, Univ. of Wash.; Supt. of Pub. Sch., Bellevue, Wash., since 1947.
- Thorpe, Selmer T., B.A.'48, B.E.'50, Pacific Lutheran Col.; Prin., Clover Creek Sch., Dist. 4, Tacoma, Wash., since 1951.
- Tucker, George E., B.A.'25, Pacific Univ.; Supt. of Consol. Sch., Dist. 70, Valley, Wash.
- Upton, Rolland H., A.B.'26, M.S.'37, Seattle Pacific Col.; Ed.D.'46, Univ. of Southern Calif.; Supt. of Sch. Dist. 408, Auburn, Wash., since 1948.
- Venn, Grant, B.A. and B.Ed.'41, M.A.'47, D.Ed.'52, State Col. of Wash.; Supt. of Sch., Othello, Wash., since 1952.
- Wanamaker, (Mrs.) Pearl A., B.A.'22, Univ. of Wash.; Pres., Natl. Educ. Assn., 1946-47; State Supt. of Pub. Instr., Olympia, Wash., since 1941.
- Watson, Charles Hoyt, A.B.'18, A.M.'23, Univ. of Kansas; LL.D.'41, Whitworth Col.; Pres., Seattle Pacific Col., Seattle, Wash., since 1926.
- Wendt, Julius A., B.A.'29, Mont. State Univ.; Supt. of Sch., Cathlamet, Wash., since 1937.
- Westling, Norman L., B.A.'40, Univ. of Wash.; Supt. of Broadway Sch. Dist., Yakima, Wash., since 1944.
- Whitenack, A. Dale, B.A.'26, M.A.'35, State Col. of Wash.; Supt. of Sch. Dist. 37, Vancouver, Wash., since 1952.
- Willard, Clayton E., B.A.'25, Linfield Col.; M.A.'37, Univ. of Wash.; Supt. of Sch., Sumner, Wash., since 1948.

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- Woodward, C. Warren, B.A.'35, Univ. of Wash.; Supt. of Sch., Napavine Dist. 14, Napavine, Wash., since 1951.
- Wright, P. A., B.A.'24, Univ. of Wash.; Supt. of Sch. Dist. 400, Richland, Wash., 1948-53 (retired).
- Wyngarden, John L., B.A. in Ed.'29, Univ. of Wash.; Supt. of North Kitsap Sch. Dist. 400, Poulsbo, Wash., since 1950
- Zimmerman, Clarence, B.S.'26, Wash. State Col., Supt. of Highland Sch., Cowiche, Wash., since 1947.

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INDIVIDUAL MEMBERS

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- Archer, Charles H., A.B.'26, Concord State Col. (W. Va.), Consultant, Southern States CPEA, George Peabody Col. for Tchrs., Nashville, Tenn., since 1953. Address, 1420 Honaker Ave., Princeton, W. Va.
- Baldwin, Robert Dodge, A.B.'13, Princeton Univ., A.M.'16, Columbia Univ.; Ph.D.'26, Cornell Univ.; Prof. of Educ., W. Va. Univ., Morgantown, W. Va., since 1931.
- Bird, Ralph S., B.S.'34, Morris Harvey Col.; M.Ed.'40, Duke Univ.; Prin., H. S., Ma-tooka, W. Va., since 1947.
- Bobbitt, James S., M.A.'35, W. Va. Univ.; Asst. Supt., Mercer Co. Sch., Princeton, W. Va., since 1935.
- Bruffey, James B., A.B.'25, A.M.'39, W. Va. Univ.; Asst. Supt., Randolph Co. Sch., Elkins, W. Va., since 1944.
- Chiles, Thomas Wendell, B.S.'26, W. Va. State Col., M.Ed.'37, Univ. of Pittsburgh; Asst. Supt. of Co. Sch., Fayetteville, W. Va., since 1933.
- Coffindaffer, Wade H., A.B.'25, Salem Col.; A.M.'37, W. Va. Univ.; Asst. Harrison Co. Supt. of Sch., Clarksburg, W. Va., since 1935.
- Colabrese, Felix A., B.S. in Ed.'36, M.A. in Ed.'38, West Va. Univ.; Asst. Supt., Tucker Co. Sch., Albert, W. Va.
- Cox, Floyd B., A.B.'18, M.A.'21, W. Va. Univ.; Monongalia Co. Supt. of Sch., Morgantown, W. Va., since 1930.
- Cramblet, Wilbur Haverfield, B.A.'10, Bethany Col.; A.M.'11, Ph.D.'13, Yale Univ.; LL.D.'45, Univ. of Pittsburgh; Pres., Bethany Col., Bethany, W. Va., since 1934.
- Crewford, Robert T., A.B.'27, A.M.'30, W. Va. Univ.; Lewis Co. Supt. of Sch., Weston, W. Va., since 1952.
- Creasy, James L., A.B.'33, Glenville State Col.; M.A.'40, W. Va. Univ.; Berkeley Co. Supt. of Sch., Martinsburg, W. Va., since 1949.
- Elbin, Paul N., Ph.D.'32, Columbia Univ.; Pres., State Col., West Liberty, W. Va., since 1935.
- Feaster, Eston K., A.B.'35, Fairmont State Col., M.A.'40, W. Va. Univ.; Ed.D.'52, George Washington Univ.; Acting Dean, Col. of Educ., W. Va. Univ., Morgantown, W. Va., since 1952.
- Flinn, Virgil L., A.B.'20, W. Va. Univ.; M.A.'28, Ohio State Univ.; LL.D.'44, Morris Harvey Col.; Supt. of Kanawha Co. Sch., Charleston, W. Va., since 1937.
- Gibson, A. J., A.B.'16, W. Va. Univ.; M.A.'20, Columbia Univ.; State Supvr. of H. S., State Dept. of Educ., Charleston, W. Va., since 1933.
- Groves, Gratia Bailey, M.A.'46, Tchrs. Col., Columbia Univ.; Dir. of Instr., Kanawha Co. Sch., Charleston, W. Va., since 1945.
- Harper, Stelman, B.S.'33, W. Va. Univ.; M.A.'37, Tchrs. Col., Columbia Univ.; Tucker Co. Supt. of Sch., Parsons, W. Va., since 1953.
- Harrah, D. D., B.A.'33, Marshall Col.; M.A.'41, W. Va. Univ.; Asst. Supt., Greenbrier Co. Sch., Lewisburg, W. Va., since 1943.
- Humphrey, Joa C., B.A.'30, Southwestern Univ. (Texas); M.A.'31, Southern Methodist Univ.; Ed.D.'52, George Peabody Col. for Tchrs.; Academic Dean, Shepherd Col., Shepherdstown, W. Va., since 1952.
- Hyde, Richard E., A.B.'21, W. Va. Univ.; A.M.'24, Columbia Univ.; Ph.D.'29, Univ. of Pittsburgh; Exec. Secy., State Tchrs. Retirement Bd., Charleston, W. Va., since 1941.
- Irving, James Lee, B.A.'27, M.A.'29, State Univ. of Iowa; M.Sc. in Ed.'34, Ind. Univ.; Ph.D.'47, Ohio State Univ.; Head, Dept. of Educ. and Psychology, Bluefield State Col., Bluefield, W. Va., since 1948.
- Knotts, Ronald L., A.B.'29, M.A.'39, W. Va. Univ.; Asst. Supt. of Taylor Co. Sch., Grafton, W. Va., since 1949.
- Losh, Laurence, M.A.'38, W. Va. Univ.; Asst. Preston Co. Supt. of Sch., Kingwood, W. Va., since 1948.
- Lovenstein, L. K., B.S.'22, Davis-Elkins Col.; M.A.'40, W. Va. Univ.; Admin. Asst. Supt. of Kanawha Co. Sch., Charleston, W. Va., since 1946.
- McCarty, Clyde R., A.B.'20, Salem Col. (W. Va.); M.A.'37, W. Va. Univ.; Asst. Harrison Co. Supt. of Sch., Clarksburg, W. Va., since 1939.
- McGuffie, Jeannette, A.B.'30, M.A.'36, W. Va. Univ.; Genl. Supvr., Mineral Co. Sch., Keyaet, W. Va., since 1947.
- McHenry, J. P., A.B.'29, W. Va. Univ.; M.Ed.'36, Univ. of Pittsburgh; Ohio Co. Supt. of Sch., Wheeling, W. Va., since 1935.
- Maddy, Irvin S., A.B.'30, Concord Col.; M.A.'34, W. Va. Univ.; Prin. of H. S., Hinton, W. Va., since 1948.
- Montgomery, John Fleshman, A.B.'29, Hampden-Sydney Col.; A.M.'32, Univ. of Southern Calif.; Ph.D.'50, Duke Univ.; Greenbrier Co. Supt. of Sch., Lewisburg, W. Va., since 1943.

Newman, Winifred H., A.B.'29, Marshall Col.; M.A.'36, W. Va. Univ.; Asst. Supt. of Kanawha Co. Sch., Charleston, W. Va., since 1940.

Nine, E. Grent, A.B.'25, Davis and Elkins Col.; A.M.'35, W. Va. Univ.; Prin. of H. S., Terra Alta, W. Va., since 1953.

Perego, C. G., A.B.'23, Wash. Col.; A.M.'32, W. Va. Univ.; Prin., Woodrow Wilson H. S., Beckley, W. Va., since 1933.

Perkins, Edward Vernon, B.S.'41, Western Mich. Col. of Educ.; M.A.'47, Univ. of Mich.; Ed.D.'53, Mich. State Col.; Dean of Men, Shepherd Col., Shepherdstown, W. Va., since 1953.

Potts, Louis Roberts, B.A. and B.S. in Ed. '16, M.A.'35, Ohio State Univ.; LL.B.'25, Columbus, Ohio, Col. of Law; Co. Supt. of Sch., Moundsville, W. Va., since 1935.

*Purdy, Ralph D., A.B.'29, Asbury Col.; M.A.'33, Univ. of Ky.; Acting Dir., Research and Field Serv., Marshall Col., Huntington, W. Va.

Randolph, Jackson K., A.B.'36, Salem Col.; M.A.'46, W. Va. Univ.; Doddridge Co. Supt. of Sch., West Union, W. Va., since 1948.

Rohrbough, R. Virgil, A.B.'33, Fairmont State Col., Fairmont, W. Va.; M.A.'42, W. Va. Univ.; Taylor Co. Supt. of Sch., Grafton, W. Va., 1942-47 and since 1949.

Rutan, James Olen, M.A.'35, Univ. of Pittsburgh; Brooke Co. Supt. of Sch., Wellsburg, W. Va., since 1927.

Saundie, J. S., A.B.'29, W. Va. State Col.; M.A.'45, Atlanta Univ.; Asst. Co. Supt. of Sch., Bluefield, W. Va., since 1934.

Schultz, Clarence K., A.B.'30, Gettysburg Col.; M.A.'36, Ph.D.'47, Cornell Univ.; Assoc. Prof. of Educ., Col. of Educ., W. Va. Univ., Morgantown, W. Va., since 1949.

Shannon, E. S., A.B.'23, Morris Harvey Col.; M.A.'30, Univ. of N. Mex.; Wood Co. Supt. of Sch., Parkersburg, W. Va., since 1949.

Smith, Glen, M.A.'37, Univ. of Pittsburgh; Asst. Supt. of Brooke Co. Sch., Wellsburg, W. Va., since 1947.

Smith, Rex M., M.A.'39, W. Va. Univ.; Asst. Supt. of Co. Sch., Morgantown, W. Va., since 1947.

Snyder, Verl W., M.A.'51, W. Va. Univ.; Supt. of Morgan Co. Sch., Berkeley Springs, W. Va., since 1948.

Springer, A. G., M.A.'37, W. Va. Univ.; Asst. Supt. of Mineral Co. Sch., Keyser, W. Va., since 1948.

Trent, W. W., A.B.'12, W. Va. Univ.; A.M.'21, Tchrs. Col., Columbia Univ.; Ped.D.'31, Salem Col.; LL.D.'41, Marshall Col.; State Supt. of Free Sch., Charleston, W. Va., since 1933.

Trussler, Brown, A.B.'36, W. Va. Wesleyan Col.; M.A.'40, W. Va. Univ.; Supt., Upshur Co. Sch., Buckhannon, W. Va., since 1951.

Upton, Arthur V. G., A.B.'23, W. Va. Wesleyan Col.; A.M.'37, W. Va. Univ.; Ped.D.'38, W. Va. Wesleyan Col.; Co. Supt. of Sch., Clarksburg, W. Va., since 1939.

Wallace, William J. L., A.B.'27, Univ. of Pittsburgh; A.M.'31, Columbia Univ.; Ph.D.'37, Cornell Univ.; Acting Pres., W. Va. State Col., Institute, W. Va., since 1952.

Watson, Paul W., A.B.'24, A.M.'32, W. Va. Univ.; Preston Co. Supt. of Sch., Kingwood, W. Va., since 1935.

Whiting, Gregory W., A.B.'17, Fisk Univ.; M.A.'34, Tchrs. Col., Columbia Univ.; Acting Pres., Bluefield State Col., Bluefield, W. Va., since 1953.

Williams, Fountie N., A.B.'35, Salem Col.; M.A.'38, W. Va. Univ.; Prin., Broadway Jr. H. S., Clarksburg, W. Va., since 1943.

Wilmoth, Stark, B.S.'31, M.A.'38, W. Va. Univ.; Randolph Co. Supt. of Sch., Elkins, W. Va., since 1943.

Woods, Roy C., A.B.'18, M.S.'20, William Penn Col., Iowa; M.A.'24, Ph.D.'27, State Univ. of Iowa; Prof. of Educ., Marshall Col., Huntington, W. Va., since 1927.

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Antholz, H. J., Ph.B.'26, Univ. of Chicago; Supt. of Sch., Spooner, Wis., since 1921.

Austin, Edward C., B.E.'36, State Tchrs. Col., Milwaukee, Wis.; Supt. of Sch., Burlington, Wis., since 1947.

Ballentine, Will G., Supt. of Sch., Menomonie, Wis., since 1920.

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Bardwell, Richard W., A.B.'10, Univ. of Ill.; M.A.'22, Univ. of Chicago; Ph.D.'39, Univ. of Wis.; Dir. of Voc. and Adult Sch., Madison, Wis., since 1948.

Barkley, Mathew, Ph.B.'29, M.E.'39, Marquette Univ.; Supt. of Sch., West Milwaukee, Wis.

Bauer, Harold C., B.A.'25, Central Col.; M.A.'36, Univ. of Minn.; Supt. of Sch., Fond du Lac, Wis.

Becker, Eric T., B.S.'39, Wis. State Tchrs. Col., Oshkosh; M.S.'47, Univ. of Wis.; Supt. of Sch., Beaver Dam, Wis., since 1952.

Bick, Kenneth F., Ph.B.'28, M.A.'36, Univ. of Wis.; Prin., Jr.-Sr. H. S., Janesville, Wis., since 1946.

Bingham, Vernon A., B.C.S.'24, N. Y. Univ.; Member, Bd. of Educ., Kenosha, Wis., since 1951.

Bjorge, John A., B.E.'34, State Tchrs. Col., La Crosse, Wis.; Ph.M.'44, Univ. of Wis.; Supt. of Sch., Whitewater, Wis., since 1950.

Boebel, Theodore H., M.A.'38, Northwestern Univ.; Supt. of Sch., Kaukauna, Wis., since 1944.

Bronson, Harvey L., B.E.'39, State Tchrs. Col., Whitewater, Wis.; M.S.'50, Univ. of Wis.; Supt. of Community Sch., East Troy, Wis., since 1952.

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- Brown, Douglas M., B.S.'40, Wis. State Tchrs. Col., Superior; M.S.'48, Univ. of Wis.; Supt. of Sch., Portage, Wis., since 1951.
- Brown, Winston D., B.A.'33, Univ. of Wis.; M.A.'39, Marquette Univ.; Co. Supt. of Sch., Waukesha, Wis., since 1941.
- Bruce, Walter R., Ph.M.'34, Univ. of Wis.; Supt. of Sch., Oconto, Wis., since 1950.
- Bruce, William C., A.B.'01, A.M.'10, Marquette Univ.; Editor, *American School Board Journal*, Bruce Pub. Co., Milwaukee, Wis., since 1920.
- Bruce, William R., B.A.'15, Lawrence Col., M.A.'26, Univ. of Wis., Supt. of Sch., Sparta, Wis., since 1935.
- Buell, Robert R., B.A.'34, M.S.'38, Ph.D.'42, State Univ. of Iowa; Tech. Dir., Liberty Powder Defense Corp., Badger Ordnance Works, Baraboo, Wis., since 1951.
- Burnkrant, Eugene George, B.A.'35, Dartmouth Col.; M.Ed.'41, Univ. of Vt.; Supt. of Sch., Ashland, Wis., since 1953.
- Carlson, Paul A., Ph.D.'21, Ph.M.'31, Univ. of Wis.; Dir. of Comm. Educ., State Tchrs. Col., Whitewater, Wis., since 1917.
- Clemens, Paul B., Ph.B.'22, Ph.M.'27, Univ. of Wis.; Asst. Supt. of Sch., Milwaukee, Wis., 1923-33 (retired).
- Compton, Harold R., B.E.'36, State Tchrs. Col., River Falls, Wis., M.A.'48, Univ. of Wis.; Supt. of Sch., Chilton, Wis., since 1949.
- Cravillon, Ira, B.E.'40, Wis. State Tchrs. Col., Oshkosh, Dodge Co. Supt. of Sch., Juneau, Wis., 1943-53 (resigned).
- Crawford, Stuart B., Prin. of Union Free H. S., Hollendale, Wis.
- Cupery, Nicholas P., B.A.'32, Hope Col.; M.Ph.'39, Univ. of Wis., Supt. of Sch., Shawano, Wis., since 1948.
- Davis, Dale F., B.S.'39, State Tchrs. Col., Platteville, Wis., M.A.'46, Univ. of Wis.; Supt. of Sch., Sheboygan Falls, Wis., since 1947.
- Dawson, Lawrence, Supt. of Sch., River Falls, Wis.
- DeLong, Homer E., B.A.'29, Milton Col.; M.A.'35, Univ. of Wis., Supt. of Sch., Eau Claire, Wis., since 1950.
- Dielh, Margaret, B.E.'45, Wis. State Tchrs. Col., Whitewater, Co. Supt. of Sch., Kenosha, Wis., since 1948.
- Dimick, Donald E., Supt. of Sch., Viroqua, Wis., since 1953.
- Dodsworth, Orvus L., B.S.'38, State Tchrs. Col., La Crosse, Wis.; M.Ph.'46, Univ. of Wis., Supt. of Sch., Medford, Wis., since 1948.
- Dosch, Ralph H., B.E.'34, State Tchrs. Col., Whitewater, Wis.; M.A.'43, Northwestern Univ.; Supt. of Sch., New Holstein, Wis., since 1942.
- Dunwiddie, Walter Rockwood, B.S.'16, M.S.'27, Univ. of Wis.; Supt. of Sch., Port Washington, Wis., since 1926.
- Edwards, Conan S., B.E.'38, Wis. State Col., Platteville; M.S.'48, Univ. of Wis.; Supt. of Pub. Sch., Ripon, Wis., since 1953.
- Eggold, E. F., A.B.'39, Valparaiso Univ.; M.A.'44, Marquette Univ.; Prin., Lutheran H. S., Milwaukee, Wis., since 1949.
- Evsna, Ewart O., A.B.'11, Carroll Col.; A.M.'29, Univ. of Wis.; Supt. of Sch., Monroe, Wis., since 1927.
- Falk, Philip H., B.A.'21, M.A.'28, Ph.D.'35, Univ. of Wis.; Supt. of Sch., Madison, Wis., since 1939.
- *Fowlkes, John Guy, A.B.'16, Ouschts Col.; A.M.'20, Ph.D.'22, Tchrs. Col., Columbia Univ.; Dir. of Summer Session since 1942, and Desn. Sch. of Educ., Univ. of Wis., Madison, Wis., since 1947.
- Frsley, Charles U., M.S.'47, Univ. of Wis.; Dir. of Reserch, Wis. Educ. Assn., Madison, Wis., since 1952.
- Francesca, Sister M., M.A.'42, Univ. of Wash.; Pres., Viterbo Col., La Crosse, Wis., since 1952.
- Fryklund, Verne C., A.B.'23, Colo. Col. of Educ., Greeley; M.A.'27, Univ. of Mo.; Ph.D.'33, Univ. of Minn.; Pres., The Stout Inst., Menomonie, Wis.
- Fuzard, Melvin C., B.A.'30, M.A.'37, Univ. of Wis.; Supt. of It. Sch., Dist. 1, Lake Mills, Wis., since 1936.
- Gegan, M. J., M.A.'42, Lawrence Col.; Supt. of Sch., Menasha, Wis., since 1944.
- Gerritts, J. R., Supt. of Sch., Kimberly, Wis.
- Glynn, R. P., Prin., Union Free H. S., Frederic, Wis.
- Gregg, Russell T., B.S.'28, A.M.'29, Ph.D.'34, Univ. of Ill.; Prof. of Educ., Dept. of Educ., Univ. of Wis., Madison, Wis., since 1943.
- Grosenick, Gilbert H., B.Ed.'35, State Tchrs. Col., Oshkosh, Wis.; Ph.M.'44, Univ. of Wis.; Supt. of Sch., Richland Center, Wis., since 1950.
- Hein, Reinhard G., B.A.'26, M.A.'32, Univ. of Wis.; Supt. of Sch., Waukeesa, Wis., since 1949.
- Heina, Oliver C., B.A.'35, Valparaiso Univ.; M.A.'43, Univ. of Wis.; Prin. of River-view Sch., Milwaukee, Wis., since 1948.
- Helms, Stanley B., M.A.'44, Univ. of Iowa; Supt. of Sch., Elkhorn, Wis.
- Helmuth, Leo, B.E.'38, Wis. State Col., Oshkosh; Supvg. Prin. of Sch., Oreen Bay, Wis., since 1945.
- Herrrell, Francis, B.Ed.'30, State Tchrs. Col., Eau Claire, Wis.; Ph.M.'40, Univ. of Wis.; Supt. of Sch., Bloomer, Wis., since 1948.
- Holt, Fred R., B.S.'34, M.S.'38, Univ. of Wis.; Supt. of Sch., West Bend, Wis., since 1948.
- Holtz, Roger B., B.A.'32, Carroll Col.; M.A.'41, Univ. of Wis.; Supt. of Sch., Watertown, Wis., since 1945.
- Hutchins, H. Clifton, B.S.'30, Springfield Col.; M.A.'32, Ph.D.'34, Univ. of Wis.; Asst. Prof. of Educ. and Coordinator of Recreation Curriculum, Univ. of Wis., Madison, Wis., since 1952.
- Jenaon, Theodore J., Ph.B.'28, Univ. of Chicago; M.S.'31, Ph.D.'52, Univ. of Wis.; Supt. of Shorewood Sch., Milwaukee, Wis., since 1946.
- Johnson, Leslie W., B.E.'28, State Tchrs. Col., Winona, Minn.; M.A.'34, Tchrs. Col., Columbia Univ.; Supt. of Sch., Superior, Wis., since 1949.
- Jonea, C. E., Ph.M.'44, Univ. of Wis.; Supt. of Sch., Beloit, Wis., since 1952.
- Jones, James A., A.B.'21, M.A.'26, Ripon Col.; Supt. of Pub. Sch., North Fond du Lac, Wis., since 1929.
- Jones, John E., Ph.B.'31, Marquette Univ.; Ph.M.'38, Univ. of Wis.; Supt. of Sch., Cudahy, Wis., since 1938.

- Jordan, Arthur F., Diploma '24, B.Ed.'31, Wis. State Tchrs. Col., Whitewater; M.Ed. '52, Tufts Col.; Supt. of Sch., La Crosse, Wis., since 1952.
- Joswick, F. X., Supt. of Sch., Pulaski, Wis.
- Jutta, Sister M., A.B.'17, Catholic Univ. of America; A.M.'29, Marquette Univ.; Dean, Alverno Col., Milwaukee, Wis., since 1936.
- Keller, F. W., B.E.'32, State Tchrs. Col., Platteville, Wis.; M.A.'44, Univ. of Wis.; Supt. of Sch., Sturgeon Bay, Wis., since 1947.
- Kellogg, E. G., B.E.D.'31, Wis. State Tchrs. Col., Oshkosh; M.A.'40, Univ. of Minn.; Supt. of Sch., West Allis, Wis., since 1950.
- Kies, Michael S., Diploma '24, State Tchrs. Col., Milwaukee, Wis.; Ph.B.'33, M.E.'47, Marquette Univ.; Co. Supt. of Sch., Milwaukee, Wis., since 1941.
- Klaus, Roland A., B.A.'20, Lawrence Col.; M.A.'27, Univ. of Wis.; Supt. of Sch., Edgerton, Wis., since 1929.
- Kleinpell, Eugene H., B.A.'25, State Univ. of Iowa; M.A.'36, Univ. of Chicago; Ph.D. '36 Ohio State Univ.; Pres., State Tchrs. Col., River Falls, Wis., since 1946.
- Kiontz, Vernon E., B.A.'17, Univ. of Wis.; A.M.'29, Univ. of Chicago; Supt. of Sch., Janesville, Wis., since 1935.
- Knedle, Matt, M.A.'52, Univ. of Wis.; Wood Co. Supt. of Sch., Wisconsin Rapids, Wis., since 1949.
- Knudtson, H. G., B.S.'38, State Tchrs. Col., Eau Claire, Wis.; Ph.M.'43, Univ. of Wis.; Supt. of Sch., Two Rivers, Wis., since 1952.
- Kobs, Dalos A., B.S.'39, Wis. State Col., Stevens Point; M.A.'46, Univ. of Wis.; Supt. of Sch., Mt. Horeh, Wis., since 1953.
- Kruschke, Walter F., Ph.B.'20, Ph.M.'40, Univ. of Wis.; Supt. of Sch., Rhinelander, Wis., since 1928.
- Kujath, H. E., M.A.'39, Northwestern Univ.; Supt. of Sch., Waupun, Wis., since 1947.
- Lake, Ernest G., B.A.'29, Univ. of Mont.; Ed.M.'38, Ed.D.'43, Harvard Univ.; Supt. of Sch., Racine, Wis., since 1951.
- Lamers, William M., A.B.'22, A.M.'23, Ph.D. '29, Marquette Univ.; Asst. Supt. of Sch., Milwaukee, Wis., since 1942.
- Lee, Howard D., B.S.Ed.'37, Univ. of Ill.; M.A.Ed.'47, Univ. of Chicago; Prin. of Atwater Elem. Sch., Shorewood, Wis., since 1948.
- Leistikow, Gordon R., B.A.'27, Macalester Col.; M.A.'39, Columbia Univ.; Supvg. Prin. of Sch., Winneconne, Wis., since 1935.
- Lewis, R. F., B.A.'15, M.A.'28, Univ. of Wis.; First Asst. State Supt. of Pub. Instr., Madison, Wis., since 1949.
- Lien, Daryl K., B.A.'30, St. Olaf Col.; M.A. '45, Univ. of Minn.; Supvg. Prin. of Sch., Amery, Wis., since 1938.
- Longbotham, G. T., B.E.'33, Wis. State Col., Platteville; M.A.'43, Univ. of Minn.; Prin. of Lincoln Normal Sch., Merrill Wis., since 1953.
- Loofboro, Paul M., B.A.'28, Milton Col.; M.A.'40, Univ. of Wis.; Supt. of Sch., New London, Wis., since 1952.
- Luther, Earl W., Ph.B.'30, Ph.M.'35, Univ. of Wis.; Supt. of Sch., South Milwaukee, Wis.
- Luther, James F., M.E.'39, Univ. of Wis.; Supt. of Sch., Fort Atkinson, Wis.
- Lynn, Delford H., M.Ed.'47, Marquette Univ.; Supvg. Prin., State Graded Sch., West Allis, Wis., since 1947.
- McKenna, John C., B.A.'28, M.A.'31, State Univ. of Iowa; Supt. of Sch., Evansville, Wis., since 1934.
- MacLachlan, F. G., Ph.B.'33, Ph.M.'45, Univ. of Wis.; Supt. of Sch., Park Falls, Wis., since 1945.
- Mann, John P., B.A.'22, Ripon Col.; M.A. '27, Univ. of Wis.; Supt. of Sch., Appleton, Wis., since 1944.
- Marshall, Richard J., B.Ed.'31, Central State Tchrs. Col.; Ph.M.'39, Univ. of Wis.; Supt. of Sch., Jefferson, Wis., since 1947.
- Maurer, Harold R., B.S.'24, Col. of Wooster; M.A.'30, Ohio State Univ.; Supt. of Sch., Kenosha, Wis., since 1949.
- Mennes, Harold B., A.B.'27, St. Olaf Col.; Ph.M.'37, Univ. of Wis.; Supt. of Sch., Neenah, Wis., since 1946.
- Milfer, Ralph, Secy., Bd. of Educ., Fond du Lac, Wis.
- Moldenhauer, Albert, B.S.'36, Wis. State Col., Eau Claire; M.Ph.'42, Univ. of Wis.; Supt. of Sch., Stoughton, Wis., since 1950.
- Moser, Robert P., B.S.'39, M.S.'40, Univ. of Wis.; Supt. of Sch., Columbus, Wis., since 1949.
- Murphy, Joseph E., M.A.'32, Univ. of Mich.; Supt. of Sch., Hurley, Wis., since 1904.
- Newlun, Chester O., Ph.B.'24, Ph.M.'26, Univ. of Wis.; Ph.D.'29, Columbia Univ.; Pres., State Tchrs. Col., Platteville, Wis., since 1943.
- Nicholson, Alfred S., B.S.'30, Princeton Univ.; M.A.'50, Columbia Univ.; Prin., Country Day Jr. Sch., Milwaukee, Wis.
- Normington, Roy T., B.Ed.'23, Central State Tchrs. Col., Stevens Point, Wis.; M.A. '30, Tchrs. Col., Columbia Univ.; Supt. of Sch., Reedsburg, Wis., since 1935.
- Olson, Harry E., B.E.'35, State Tchrs. Col., Platteville, Wis.; Ph.M.'36, Univ. of Wis.; Supt. of Sch., Oconomowoc, Wis., since 1944.
- Pankert, Harold L., Master's '38, Univ. of Wis.; Supvg. Prin. of Sch., Kohler, Wis., since 1946.
- Philemon, Sister Mary, Head of Dept. of Educ., Mount Mary Col., Milwaukee, Wis.
- Plenzke, O. H., A.B.'14, Lawrence Col.; A.M.'24, Univ. of Wis.; Exec. Secy., Wis. Educ. Assn., Madison, Wis., since 1933.
- Ploetz, Walter, M.S.'48, Univ. of Wis.; Supt. of Sch., Platteville, Wis., since 1953.
- Pollock, Vernon O., B.Ed.'29, State Tchrs. Col., Whitewater, Wis.; M.A.'37, Univ. of Iowa; Supt. of Sch., Lake Geneva, Wis., since 1948.
- *Potter, Milton Chase, Ph.B.'95, Albion Col.; M.A.'05, Univ. of Chicago; Litt.D.'13, M.A. of Denver; M.Pd.'14, Mich. State Univ. Normal Col., Ypsilanti; Pres., Dept. of Superintendence, 1932-33; Honorary Life Member, American Assn. of Sch. Admin.; Supt. Emeritus of Sch., Milwaukee, Wis., since 1943. Address: 2725 N. Prospect, Milwaukee 11, Wis.
- Powell, Harley J., B.A.'29, State Univ. of Iowa; M.A.'30, Univ. of Wis.; Supt. of Sch., Wauwatosa, Wis., since 1942.
- Bawson, Kenneth O., B.A.'32, M.A.'37, Univ. of Wis.; Supt. of Sch., Clintonville, Wis., since 1945.

WISCONSIN

- Rilling, Walter E., B.A.'22, North Central Col.; Secy.-Bus. Mgr., Bd. of Sch. Dir., Milwaukee, Wis., since 1938.
- Rohde, Richard R., B.S.'39, Oshkosh State Col., Wis.; M.Ph.'45, Univ. of Wis.; Supt. of City Sch., Barron, Wis., since 1931.
- Rothwell, Angus B., B.E.'29, Wis. State Tchrs. Col., Superior; M.A.'32, Columbia Univ.; Supt. of Sch., Manitowish, Wis., since 1949.
- Schneider, Marcella, Pres., Natl. League of Tchrs. Assn. Address: 3035 W. Wisconsin Ave., Milwaukee 8, Wis.
- Schorta, Elsie, B.E.'37, Wis. State Col., River Falls; Pierce Co. Supt. of Sch., Ellsworth, Wis., since 1949.
- Schumann, Walter A., Ph.B.'35, Univ. of Chicago; Ph.M.'42, Univ. of Wis.; Supt. of Sch., Menomonee Falls, Wis., since 1943.
- Schwan, Edmond F., B.S.'38, M.S.'47, Univ. of Wis.; Supt. of Sch., Williams Bay, Wis., since 1948.
- Sizer, Woodrow J., B.A.'37, Ripon Col.; M.S.'48, Univ. of Wis.; Supt. of Sch., Mayville, Wis., since 1932.
- Smith, Floyd, Ph.M.'34, Univ. of Wis.; Supt. of Sch., Wisconsin Rapids, Wis., 1936-53 (retired).
- Smith, Henry Earl, Ph.B.'20, Ph.M.'28, Univ. of Wis.; Supt. of Sch., Sheboygan, Wis., since 1934.
- Spangler, Chester W., B.S.'39, State Tchrs. Col., La Crosse, Wis.; M.S.'47, Univ. of Wis.; Supt. of Sch., Horicon, Wis., since 1950.
- Spies, Jacob, B.A. in Commerce '24, Univ. of Wis.; Dir. of Voc. and Adult Educ., Sheboygan, Wis., since 1943.
- Tall, Henry M., B.A.'25, Univ. of Chicago; M.A.'41, Univ. of Colo.; Supt. of Sch., Onalaska, Wis., since 1944.
- Theissen, W. W., B.Sc.'07, Univ. of Nebr.; Ph.D.'17, Columbia Univ.; Asst. Supt. of Sch., Milwaukee, Wis., since 1922.
- Thorson, Clarence, B.E.'36, Central State Col., Stevens Point, Wis.; Ph.M.'42, Univ. of Wis.; Supt. of Sch., Cedarburg, Wis., since 1949.
- Tinkham, Glenn D., B.S.'21, Ph.M.'36, Univ. of Wis.; Supt. of Sch., Marshfield, Wis., since 1947.
- Tipler, Perry A., B.S.'23, Carroll Col.; M.S.'30, Univ. of Wis.; Supt. of Sch., Oshkosh, Wis., since 1946.
- Vincent, Harold Sellow, A.B.'23, Greenville Col.; A.M.'32, Ohio State Univ.; Supt. of Sch., Milwaukee, Wis., since 1950.
- Vincent, Paul M., M.A.'21, Univ. of Wis.; Supt. of Sch., Stevens Point, Wis., since 1923.
- Wandrey, Fred H., B.E.'29, State Tchrs. Col., River Falls, Wis.; M.A.'39, State Univ. of Iowa; Supt. of Pub. Sch., Green Bay, Wis., since 1952.
- Waterstreet, E. F., Ed.B.'31, State Tchrs. Col., Oshkosh, Wis.; M.A.'38, Northwestern Univ.; Supvg. Prin. of Sch., Kewaunee, Wis., since 1946.
- Watson, George E., B.A.'21, LL.D.'49, Lawrence Col.; M.A.'33, Univ. of Wis.; State Supt. of Pub. Instr., Madison, Wis., since 1949.
- Weis, Edwin, Member Bd. of Educ., Fond du Lac, Wis.

- Warwath, Karl O., B.S. in E.E.'36, Milwaukee Sch. of Engineering; Pres., Milwaukee Sch. of Engineering, Milwaukee, Wis., since 1948.
- Westgaard, Alvin E., B.S.'30, M.A.'36, Univ. of Minn.; Asst. Supt. of Sch., Milwaukee, Wis., since 1953.
- Wiekund, Arnold D., B.A.'29, Northland Col.; M.A.'39, Univ. of Minn.; Supt. of Sch., Nekosia, Wis., since 1947.
- Wiegand, Floyd E., B.A.'33, Northland Col.; Ph.M.'42, Univ. of Wis.; Supvg. Prin. of Sch., Brillion, Wis., since 1947.
- Wileman, Charles H., B.A.'26, Milton Col.; M.A.'34, Univ. of Wis.; Supt. of Sch., Delavan, Wis., since 1950.
- Williams, Robert C., Ph.B.'14, Central Col.; M.A.'29, Ph.D.'38, State Univ. of Iowa; Pres., Wis. State Col., Whitewater, Wis., since 1946.
- Wilson, Gordon L., B.A.'25, M.A.'35, Univ. of Wis.; Supt. of Sch., Baraboo, Wis., since 1936.
- Winther, Adolph I., B.A.'30, Augsburg Col.; Ph.M.'38, Ph.D.'48, Univ. of Wis.; Dir. of Tr. and Placement, State Tchrs. Col., Whitewater, Wis., since 1945.
- Wolf, C. R., B.A.'23, Ripon Col.; M.A.'37, Univ. of Wis.; Supt. of Sch., Berlin, Wis., since 1931.
- Zeiler, Edward J., Ph.B.'29, M.A.'32, Univ. of Chicago; Supt. of Sch., Whitefish Bay, Milwaukee, Wis., since 1952.
- Zielinski, Stanley W., M.S., Univ. of Wis.; Supt. of Sch., Kial, Wis., since 1948.
- Zuill, Frances L., B.S.'20, M.A.'21, Tchrs. Col., Columbia Univ.; Dir. of Home Economics, Univ. of Wis., Madison, Wis., since 1959.

INSTITUTIONAL MEMBERS

- Curran Library, State Col., Superior, Wis.
- Lawrence College, H. A. Brubaker, Librarian, Appleton, Wis.
- Library, State Tchrs. Col., La Crosse, Wis.
- Library, Wis. State Col., Milwaukee, Wis.
- Library, Wis. State Col., Stevens Point, Wis.
- Library, Wis. State Col., Whitewater, Wis.
- Public Library, 814 West Wisconsin St., Milwaukee, Wis.
- Racine Public Library, Fred Wexeman, Libn., 701 Main St., Racine, Wis.
- State Tchrs. Col., Eau Claire, Wis.

WYOMING

INDIVIDUAL MEMBERS

- Bell, Karl D., B.Ed.'41, Western Mont. Col. of Educ., Dillon; M.Ed.'44, Mont. State Univ.; Supt. of Sch., Sheridan, Wyo., since 1950.
- Belnap, Ralph A., M.A.'49, Univ. of Wyo.; Supt. of Sch., Lovell, Wyo., since 1951.
- Bemis, Maynard, A.B.'36, M.Ed.'39, Ed.D.'48, Univ. of Colo.; Head, Dept. of Educ. Adm., Univ. of Wyo., Laramie, Wyo., since 1951.
- Barnard, John V., M.S. in Ed. Adm.'33, Colo. Agr. and Mech. Col.; Supt. of Sch., Green River, Wyo., since 1948.
- Brown, Chet H., Supt., Campbell Co. H. S., Gillette, Wyo.

- Breeden, Leo P., A.B.'38, M.A.'45, Colo. State Col. of Educ.; Supt. of Sch., Wheatland, Wyo., since 1947.
- Bush, E. J., B.S.'21, Mont. State Col.; M.S.'37, Univ. of Wyo.; Supt. of Sch., Thermopolis, Wyo., since 1935.
- Christensen, J. E., Dir., Northwest Center, Univ. of Wyo., Powell, Wyo.
- Crouch, J. E., A.B.'24, Buena Vista Col.; A.M.'29, Univ. of Colo.; Supt. of Sch., Newcastle, Wyo., since 1952.
- Dannewitz, David D., B.A.'38, N. Dak. State Tchrs. Col., Minot; M.Ed.'48, Mont. State Univ.; Graduate Student, Univ. of Wyo., Laramie, Wyo., since 1953.
- *Dennis, Cyril E., B.A.'48, Northern Idaho Col. of Educ.; M.A.'50, State Col. of Wash.; Grad. Student, Univ. of Wyo.; Laramie, Wyo., since 1953.
- Gingles, Roy, A.B.'34, Nebr. State Tchrs. Col.; A.M.'40, Univ. of Wyo.; Supt. of Pub. Sch., Torrington, Wyo., since 1950.
- Golds, Jesse L., A.B.'25, Univ. of Wyo.; A.M.'31, Univ. of Chicago; Supt. of Sch. Dist. 1, Cheyenne, Wyo., since 1938.
- Humphrey, George Duke, B.A.'29, Blue Mountain Col.; M.A.'31, Univ. of Chicago; Ph.D.'39, Ohio State Univ.; Pres., Univ. of Wyo., Laramie, Wyo., since 1945.
- Kraus, Frank G., B.S.'29, Univ. of N. Dak.; M.S.'43, Univ. of Wyo.; Supt. of Sch., Cody, Wyo., since 1941.
- Kurtz, Clyde W., B.A.'25, M.A.'37, Univ. of Wyo.; Supt. of Sch., Evanston, Wyo., since 1941.
- Lindell, George E., A.B.'17, Bethany Col.; M.S.'40, Univ. of Wyo.; Dir. of Distributive Educ., Cheyenne, Wyo., since 1947.
- Metcalfe, John L., B.S.'28, Brigham Young Univ.; Supt. of Conaol. Sch. Dist. 19, Afton, Wyo., since 1935.
- Morgan, Dean C., B.S.'21, Springfield Col.; M.A.'35, Wyoming Col.; Supt. of Sch., Casper, Wyo., since 1935.
- Paulsen, F. Robert, B.S.'47, Utah State Agr. Col.; M.S.'48, Univ. of Utah; Supt. of Sch., Cokeville, Wyo., since 1951.
- Quigg, James C., B.A.'28, State Tchrs. Col. Eau Claire, Wis.; M.A.'33, Univ. of N. Dak.; Supt. of Sch., Greybull, Wyo., since 1939.
- Reusser, Walter C., A.B.'20, Upper Iowa Univ.; M.A.'23, Ph.D.'29, State Univ. of Iowa; Dean, Div. of Adult Educ. and Community Serv. and Prof. of Educ. Admin., Univ. of Wyo., Laramie, Wyo., since 1924.
- Richard, C. W., A.B.'28, Nebr. State Tchrs. Col.; Wayne; M.A.'29, Univ. of Nebr.; Supt. of Sch., Powell, Wyo., since 1947.
- Rollins, J. Leslie, B.S.'37, Brigham Young Univ.; Supt. of Sch. Dist. 6, Lyman, Wyo., since 1945.
- Schaub, Roy, Jr., A.B.'48, Colo. State Col. of Educ.; Supt. of Sch., Pinedale, Wyo., since 1950.
- Schwiering, Oscar C., A.B.'09, Iowa Wesleyan Col.; M.A.'16, Univ. of Wyo.; Ph.D.'32, New York Univ.; Dean, Col. of Educ., Univ. of Wyo., Laramie, Wyo., since 1939.
- Stevens, Theodore B., Litt.B.'25, Rutgers Univ.; M.A.'32, New York Univ.; Supt. of Sch. Dist. 2, Buffalo, Wyo., since 1950.
- Stolt, (Mrs.) Edna B., B.A.'23, Colo. State Col. of Educ.; State Supt. of Pub. Instr., Cheyenne, Wyo., since 1947.
- Thayer, J. E., B.A.'25, M.A.'27, Univ. of Wyo.; Supt. of Sch., Laramie, Wyo., since 1945.
- Thompson, Edward Merle, A.B.'12, Nebr. Wesleyan Univ.; A.M.'29, Colo. State Col. of Educ., Greeley; Supt. of Sch., Rock Springs, Wyo., since 1925.
- Thompson, R. W., B.A.'28, M.A.'38, Univ. of Wyo.; Supt., Fremont Co. Voc. H. S., Lander, Wyo., since 1938.
- Vacek, Joseph G., A.B.'40, Nebr. State Tchrs. Col., Peru; M.A.'52, Univ. of Wyo.; Supt. of Sch., Jackson, Wyo., since 1952.
- Watson, Frank R., B.E.'30, Pioneer State Tchrs. Col., Wisconsin; Supt. of Sch. Dist. 6, Worland, Wyo., since 1926.
- Willey, Ivan R., M.A.'40, Univ. of Wyo.; Supt. of Sch. Dist. No. 8, Superior, Wyo., since 1946.

OTHER NATIONS

ARGENTINA

- Aden, Fred, A.B.'15, A.M.'16, Ped.D.'31, Univ. of Southern Calif.; LL.D.'46, Occidental Col.; Dir., Colegio Ward, Ramos Mejia, F.C.N.D.F.S., Buenos Aires, Argentina, since 1920.

BRAZIL

- Berman, Edward, A.B.'11, Yale Col.; M.A.'23, Tchra. Col., Columbia Univ.; Tchrr. Tr., Div. of Educ., Inst. of Inter-American Affairs, Rio de Janeiro, Brazil, since 1953.

CANADA

- Baird, Norman B., B.A.'33, Pd.D.'45, Univ. of Toronto; Supt. of Sch., and Bua. Admin., Welland, Ontario, Canada, since 1950.
- Boulanger, Tremé, Dir. of Educ., The Montreal Catholic Sch. Commn., 117 St. Catherine St., W., Montreal, Canada, since 1942.
- Brown, Clifton G., B.A.'13, Univ. of Toronto; M.A.'34, Univ. of Wash.; Municipal Inspector of Sch., 2800 McKay Ave., South Burnaby, B. C., Canada, since 1936.
- Brown, Corbin A., B.A.'24, Queen's Univ., Kingston, Canada; A.M.'27, Columbia Univ.; B.Paed.'32, D.Paed.'48, Univ. of Toronto; Registrar, Ontario Dept. of Educ., Toronto, Ontario, Canada, since 1945.
- Campbell, H. L., B.A.'28, Univ. of British Columbia; M.Ed.'38, Univ. of Wash.; Asst. Supt. of Educ., Dept. of Educ., Victoria, B. C., Canada.
- Collins, Cecil Patrick, B.Ed.'41, M.A.'41, Univ. of Saskatchewan; Supt. of Sch. Unit 34, Kindersley, Sask., Canada, since 1943.
- Davidson, True, Member, Bd. of Educ., Toronto, Ontario, Canada.
- Desaulniers, Omer-Jules, D.Ped.'41, Laval Univ., Quebec City, Canada; Supt. of Educ. for the Province of Quebec, Quebec City, Canada, since 1945.
- DuCap, Wilfrid, Dir. of Sch. Supplies, Montreal Catholic Sch. Commn., 117 St. Catherine St., W., Montreal, Quebec, Canada.
- Flemington, William Thomas Ross, O.B.E., B.A.'22, M.A.'23, Mt. Allison Univ.; B.Paed.'30, Univ. of Toronto; D.D.'43, Queen's; D.D.'47, Victoria; F.R.S.A.'47; Pres., Mt. Allison Univ., Sackville, N. B., Canada, since 1945.

CANADA

- Flower, George E., M.A.'49, McGill Univ., Dir., Canadian Educ. Assn.-Kellogg Project in Educ. Leadership, 206 Huron St., Toronto, Ontario, Canada, since 1952.
- Goldring, Cecil C., B.A.'18, Queen's Univ.; M.A.'20, D.Ped.'24, Univ. of Toronto; Supt. of Sch., Toronto, Canada, since 1932.
- Japp, Robert, M.A.'27, B.Ed.'29, Univ. of St. Andrews, Scotland; M.A.'30, McGill Univ., Montreal; Educ. Officer, 3460 McTavish St., Montreal, Canada, since 1942.
- Johnson, F. Henry, B.A.'32, M.A.'35, Univ. of British Columbia; B.Paed.'47, D.Paed.'52, Univ. of Toronto; Dir., Summer Sch. of Educ., Dept. of Educ., Victoria, B. C., Canada, since 1951.
- Le Borgne, Gaetan, Architect's Degree '43, Univ. of Montreal; Arch., Montreal Catholic Sch. Commn., 117 St. Catherine St., W., Montreal, Quebec, Canada.
- Lent, George G., B.A.'38, St. Francis Xavier Col.; M.A.'47, Tchrs. Col., Columbia Univ., Inspector of Sch., Educ. Office, Port Hawkesbury, Nova Scotia, Canada, since 1950.
- Linteau, J. O., Comptroller, The Montreal Catholic Sch. Commn., 117 St. Catherine St., W., Montreal, Quebec, Canada, since 1949.
- Longtin, Henri, Dir., Catholic Sch. Projects The Montreal Catholic Sch. Commn., 117 St. Catherine St., W., Montreal, Quebec, Canada.
- Lorimer, W. C., B.A.'40, B.Ed.'42, Univ. of Saskatchewan; M.A.'47, Ed.D.'48, Columbia Univ., Supt. of Sch. Dist. 1, Winnipeg, Manitoba, Canada, since 1953.
- McCordie, William J., B.A.'40, Univ. of Toronto; Bus. Admin., East York Bd. of Ed., 670 Cosburn Ave., Toronto, Ontario, Canada, since 1950.
- MacCorkindale, H. N., B.A.'13, Univ. of Toronto; Supt. of Sch., 1595 W. Tenth Ave., Vancouver, B. C., Canada, since 1933.
- MacDiarmid, F. E., Dir. and Chief Supt. of Educ., Fredericton, New Brunswick, Canada.
- MacKenzie, W. H., B.A.'33, Mount Allison Univ.; M.A.'42, Ed.D.'42, Columbia Univ.; Supt. of Sch., Saint John, New Brunswick, Canada, since 1945.
- MacLeod, Clare R., B.A.'42, Univ. of Western Ontario; B.Paed.'45, Univ. of Toronto; Insp. and Asst Supt. of Pub. Sch., Bd. of Educ., Windsor, Ontario, Canada, since 1950.
- Morton, M. D., Trustee, Bd. of Educ., Toronto, Ontario, Canada.
- Page, Joseph L., B.Ped.'41, Univ. of Montreal; Asst. Secy. and Dir. of Schoolhouse Construction Serv., Province of Quebec, Quebec City, Quebec, Canada, since 1949.
- Phimister, Z. S., B.A.'30, Queen's Univ.; B.Paed.'34, Univ. of Toronto; Supt. and Chief Inspector of Pub. Sch., Toronto, Ontario, Canada, since 1945.
- Rutter, Archibald C., B.A.'33, Queen's Univ., Canada, B.Paed.'40, Univ. of Toronto; Dir. of Educ., Kingston, Ontario, Canada, since 1950.
- Robinson, Margaret A., B.A.'28, Univ. Col., Toronto; B.Paed.'41, Ontario Col. of Educ.; Prin. of Pauline Ave Sch., Toronto, Ontario, Canada, since 1935.

- Scace, Mariel, B.A.'28, Univ. of British Columbia; Dir., Educ. Reference and Sch. Serv. and Asst. Dir. of Curriculum, Dept. of Educ., Victoria, B. C., Canada, since 1934.
- Sommerville, Thomas, M.A.'15, Glasgow Univ., Scotland; Dir. of Educ. and Secy.-Treas., Montreal Protestant Central Sch. Bd., 3460 McTavish St., Montreal, Quebec, Canada, since 1945.
- Stewart, F. K., B.A.'34, Dalhousie Univ.; B.A.'37, M.A.'41, Oxford Univ.; Exec. Secy., Canadian Educ. Assn., Toronto, Ontario, Canada, since 1947.
- Wall, William Michael, B.A.'29, B.Ed.'37, M.Ed.'39, Univ. of Manitoba; Suprv. Prin., Lord Nelson Sch., Dist. 1, Winnipeg, Manitoba, Canada, since 1943.
- Wheable, Geoffrey Alfred, B.A.'21, Queen's Univ.; LL.D.'44, Univ. of Western Ontario; Supt. of Sch., London, Ontario, Canada, since 1925.
- Worrell, Henry G., B.A.'40, Sir George Williams Col.; Bursar, Sir George Williams Col., 1441 Drummond St., Montreal, Quebec, Canada, since 1947.

ECUADOR

- Nordrum, Garfield B., Chief of Field Party, Div. of Educ., Inet. of Inter-American Affairs, Quito, Ecuador.

ENGLAND

- Alexander, W. P., Secy., Asen. of Educ. Committees, 10 Queen Anne St., London, England.
- Dent, Harold Collett, B.A.'22, Univ. of London; Editor, *The Times Educational Supplement*, The Times Printing House Square, London, England, since 1940.
- Ford, Edith A., Dartmouth House, 37 Charles St., London, England.
- Frost, T., Education Office, Rosslyn Rd., Barking, Essex, England.
- Kennedy, Clarence B., A.B.'31, Marietta Col.; M.A.'50, Tchrs. Col., Columbia Univ.; Supt., Third Air Force Dependents Sch., London, England, since 1951. Address: APO 125, c/o Postmaster, New York, N. Y.
- Pritchard, Mervyn W., M.A.'32, Manchester Univ., England; Ministry of Educ., Curzon St., London, England.
- Savage, Sir Edward Graham, B.A.'06, Cambridge Univ.; Educ. Officer, London Co. Council, The Co. Hall, Westminster Bridge, London, England, since 1940.

GERMANY

- Borders, Ferman N., Prin., Karlsruhe American Sch., Karlsruhe, Germany. Address: APO 403, U. S. Army, c/o P.M., New York, N. Y.
- Conant, James Bryant, A.B.'14, Ph.D.'16, Harvard Univ.; U. S. High Commr. for Germany, Frankfurt, Germany, since 1953. Address: A.P.O. 80, c/o P.M., New York, N. Y.
- Hylla, (Prof.) Erich, Dir. Inst. for International Research in Educ., Frankfurt, Germany.
- Robertson, Arthur D., A.B.'26, Willamette Univ.; M.E.'39, Univ. of Wash., Educ. Suprv. and Supt. of Dependents Sch., U. S. Air Forces in Europe, since 1947.

IRAN

Danielson, Arthur W., B.S.'37, Bates Col.; M.Ed.'45, Univ. of N. H.; Advisor on Educ. Materials, Point IV, Tech. Cooperation Admin., U. S. Embassy, Tehran, Iran, since 1953.

Irvine, John Richard, Bd. of Foreign Missions of the Presbyterian Church in the U. S., c/o American Mission, Tehran, Iran, since 1952.

IRAQ

Cressman, Paul L., B.S.'25, Univ. of Pittsburgh; Ed.D.'34, Pa. State Col.; Dir., 1953-55, American Tech. Inst., Baghdad, Iraq (for Bradley Univ., Peoria, Ill.). Address: c/o American Embassy, Baghdad, Iraq.

ISRAEL

Foy, Zed L., A.B.'21, Univ. of S. C.; A.M.'29, Tehrs. Col., Columbia Univ.; Ed.D.'38, Stanford Univ.; Chief of Educ. Party, Point IV Program, Tel Aviv, Israel, since 1953.

ITALY

Pritschet, Andrew G., B.A.'38, State Tehrs. Col., Minot, N. Dak.; M.S.'47, Univ. of Idaho; Educ. Specialist, United States Government, Naples, Italy, since 1952. Address: Navy No. 510, PPO New York, N. Y.

JAPAN

Chief of Educ. Facilities Div., Ministry of Education, Chiyodaku Tokyo, Japan.

Fuwa, Osamu, Supt. of City Sch., Bd. of Educ., City Hall, Kyoto, Japan.

Hamada, Shigemasa, Supt. of Osaka Prefectural Sch., Osaka, Japan.

Perfect Educ. System Facilities Assn., Archit. Guid. Section, Educ. Facilities Div., Ministry of Educ., Chiyodaku, Tokyo, Japan.

The 6-3 System Educ. Facilities Council, Educ. Facilities Section, Ministry of Educ., Chiyodaku Tokyo, Japan.

LIBERIA

Davis, John W., A.B.'11, A.M.'20, Morehouse Col.; Litt.D.'31, State Col., Orangeburg, S. C.; LL.D.'39, Wilberforce Univ.; LL.D.'40, Howard Univ.; Dir., Tech. Cooperation Admin., c/o American Embassy, Monrovia, Liberia, since 1953.

LIBYA

Wells, Guy H., A.B.'15, Mercer Univ.; A.M.'25, Columbia Univ. Address: c/o American Consulate (LATAS), APO, 231, c/o P.M., New York, N. Y.

MEXICO

Cain, Henry L., B.S.'24, LL.D.'44, Centenary Col.; M.A.'27, Baylor Univ.; Pres., Mexico City Col., Chapas 138, Mexico City, Mexico, since 1940.

Cundiff, Roger P., Supt., The American Sch. Foundation, Porfirio Diaz 200, Tacubaya, Mexico, D. F., since 1951.

De Price, Jaclyn K., B.A.'35, Ariz. State Tehrs. Col., Flagstaff; M.A.'36, Universidad Nacional Autonoma de Mexico; Counselor, Dept. of Educ., Mexico City Col., Mexico, D. F., since 1948.

NICARAGUA

Lund, John, A.B.'13, Clark Univ.; M.A.'14, Columbia Univ.; Ph.D.'38, Yale Univ.; Specialist in Sch. Admin., Institute of Inter-American Affairs, c/o American Embassy, Managua, Nicaragua.

PAKISTAN

Hag, A. F. M. Abdul, B.A.'28, M.A.'29, Dacca Univ., Pakistan; Asst. Dir. of Pub. Instr., East Bengal, Pakistan, since 1948.

PHILIPPINES

Bernardino, Vitaliano, B.S.E.'33, Natl. Univ., Manila, Philippines; M.A.'38, Univ. of the Philippines; Div. Supt. of Sch. and Secy.-Treas., Philippine Assn. of Sch. Supts., Malolos, Bulacan, Philippines, since 1947.

de Castro, Iluminado G., B.S.Ed.'30, M.A.'35, Univ. of the Philippines; Div. Supt. of Sch., Manila, P. I., since 1945.

Pair, Eugene R., B.S. in Ed.'30, Northeast Mo. State Tehrs. Col., Kirksville; M.A.'30, Tehrs. Col., Columbia Univ.; Ph.D.'38, State Univ. of Iowa; Chief Cultural Officer, American Embassy, Manila, Philippine Republic, since 1953. Address: APO 928, c/o Postmaster, San Francisco, Calif.

Glenn, Earl R., A.B.'13, Ind. Univ.; A.M.'28, Columbia Univ.; Pulbright Prof. of Educ. Research and Science Educ., U. S. Educ. Foundation in the Philippines, American Embassy, Manila, P. I., since 1952.

Guiang, Pedro G., B.A.E.'26, M.A.E.'27, Ph.D.'34, State Univ. of Wash.; Div. and City Supt. of Sch., Cebu City, Cebu, Philippines, since 1946.

Little, Harry A., A.B.'19, LL.D.'51, Hendrix Col.; M.A.'28, George Peabody Col. for Tehrs.; Ph.D.'34, Columbia Univ.; Chief, UNESCO Tech. Assistance Mission, Manila, P. I., since 1953.

Philippine Women's Univ., c/o The President, Manila, P. I.

Putong, Cecilio, B.S.E.'20, Western Ill. State Col.; M.A.'21, Columbia Univ.; Ph.D.'37, Univ. of Chicago; Secy. of Educ., P.N.C. Bldg., Manila, Philippines, since 1949.

*Solis, (Mrs.) Miguella M., Supt. of Tchr. Educ., Bureau of Pub. Sch., Manila, P. I.

SCOTLAND

Frizell, J. B., Dir. of Educ. for the City of Edinburgh, St. Giles St., Edinburgh, Scotland.

UNION OF SOUTH AFRICA

Library, Transvaal Education Dept., Pretoria, Union of South Africa.

VENEZUELA

Frasier, W. H., Prin., Escuela Campo Alegre, Caracas, Venezuela.

Hamilton, Alan H., B.A.'40, Albright Col.; M.A.'46, Southern Methodist Univ.; Th.D. '46, Dallas Theol. Sem.; Dir., Colegio Americano, Caracas, Venezuela, since 1950.

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THE CAPITOL ROTUNDA FRIEZE

One of the art treasures of the nation, which has been viewed by millions of American citizens, is the fresco painting comprising the frieze of the Rotunda of the United States Capitol. Three hundred feet in circumference, the frieze is 8 feet 3 inches in height and is located 58 feet above the floor of the Rotunda. It was completed in June 1953.

The first 15 panels, covering approximately 270 feet of the frieze, were designed by Constantino Brumidi. The first six panels and part of the seventh were executed by Brumidi himself from 1877 until his death in 1880. The seventh was completed and the other eight were executed by Filippo Costaggini during the period 1880 to 1888. The subjects are as follows:

1. Landing of Columbus, 1492.
2. Entry of Cortez into the Halls of the Montezumas, 1521.
3. Pizarro's Conquest of Peru, 1533.
4. Midnight Burial of De Soto in the Mississippi, 1541.
5. Pocahontas Saving the Life of Captain John Smith, 1606.
6. Landing of the Pilgrims at Plymouth, Massachusetts, 1620.
7. Penn's Treaty with the Indians, 1682.
8. Settlement of the Plymouth Colony, 1620.
9. Peace Between Governor Oglethorpe and the Indians, 1732.
10. Battle of Lexington, 1775.
11. Reading of the Declaration of Independence, 1776.
12. Surrender of Cornwallis at Yorktown, 1781.
13. The Death of Tecumseh at the Battle of the Thames, 1813.
14. Entry of General Scott into the City of Mexico, 1847.
15. Discovery of Gold in California, 1848.

The following subjects, covering approximately 30 feet of the frieze, were designed and executed by Allyn Cox of New York City in 1952 and 1953:

16. The Civil War.
17. The Spanish-American War.
18. The Birth of Aviation in the United States.

Both Brumidi and Costaggini received their training as artists in their native Italy. Brumidi's death is believed to have resulted from a partial fall from the scaffolding while working on the fresco. His designs, ending with the Discovery of Gold in California, were intended to complete the frieze, but did not actually do so, when, following his death, their execution was brought to completion by Costaggini in 1888, leaving 30 feet of frieze vacant. Designs submitted during the ensuing years to fill the vacant space were not approved, until acceptance of the designs submitted by Allyn Cox in 1952-1953.

The foregoing information was provided by the Architect of the Capitol, David Lynn. The photograph reproduced in the end papers, and also used for the drawings on the cover and half-title pages, was taken with a panoramic camera from the top of the 65-foot movable scaffold used by Allyn Cox in completing and restoring the frieze. No other complete picture has been made. The Yearbook Commission is grateful for the privilege of reproducing this unique and valuable photograph.